ilonggo

Hiligaynon (Ilonggo)

Language Guide

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Hiligaynon (Ilonggo)
Recommended Grammar Sequence

Table of Contents by Language Function **3**

Introductory Material **5**

Missionary Tasks

Missionary Task Preview: Introductions 20
Missionary Task Preview: Give a Simple Overview 22
Missionary Task Preview: Offer a Prayer 24
Missionary Task Preview: Testify 26
Missionary Task Preview: Extending Invitations 28
Missionary Task Preview: Share a Scripture 30
Missionary Task: Share an Experience 32

Grammar Priniciples

Describer + Subject 34
Conceptual Practice: VAOL 36
Conceptual Practice: Focus 37
Mag: Actor Focus Indicative Verbs 38
I/on: Object Focus Indicative Verbs 40
An: Recipient/Location Focus Indicative Verbs 42
Interrogatives: Type 1 44
Interrogatives: Type 2 46
May ara, Wala, Wa'ay: Existentials 48
May: Existentials 50
Pseudo Verbs: Puwede 52
Pseudo Verbs: Gusto 54
Pseudo Verbs: Kinahanglan 56
Sang Possession 58
Sa Possession 60
Mangin: "To Become" Verbs 62
Ma: Actor Indicative Adjectives 64
Maka: Abilitative Actor Focus 66
Ma: Object Focus Abilitative Verbs 68
Ma-an: Object Focus Abilitative Verbs 70
Verb Nominalization: Pag- 72
Time 74
Magpa: Actor Focus Causative Verbs 76
Ipa: Object Focus Causative Verbs 78
Ga Ano ka: Qualitative Questions 80
Pila ka: Quantitative Questions 82
Anay: Verbs Expressing Interaction 84
Mas & Pinaka: Comparisons 86

Appendix

Ang, Sang, Sa 89
Conceptual Practice: VAOL (Key) 90
Conceptual Practice: Focus (Key) 91
Conjugations of Common Verb Roots 92
Sentence Structure Overview 93

Table of Contents by Language Function

Asking about and describing actions and events

Anay: Verbs Expressing Interaction 84
An: Recipient/Location Focus Indicative Verbs 42
Interrogatives: Type 1 44
Interrogatives: Type 2 46
I/on: Object Focus Indicative Verbs 40
Ipa: Object Focus Causative Verbs 78
Ma-an: Object Focus Abilitative Verbs 70
Mag: Actor Focus Indicative Verbs 38
Magpa: Actor Focus Causative Verbs 76
Verb Nominalization: Pag- 72

Asking about and describing objects, people, and their characteristics

Describer + Subject 34

Asking about and expressing a state of being

May ara, Wala, Wa'ay: Existentials 48

Asking about and expressing desire, need, preference, ability, intention, or purpose

Maka: Abilitative Actor Focus 66
Ma: Object Focus Abilitative Verbs 68
Pseudo Verbs: Gusto 54
Pseudo Verbs: Kinahanglan 56
Pseudo Verbs: Puwede 52

Asking about and expressing possession and ownership

May: Existentials 50
Sang Possession 58
Sa Possession 60

Asking and answering questions of cause and effect

Ma: Actor Indicative Adjectives 64
Mangin: "To Become" Verbs 62

Asking and answering questions of contrasting attitudes, emotions, and feelings

Ga Ano ka: Qualitative Questions 80
Mas & Pinaka: Comparisons 86

Asking and answering questions of quality, quantity, number, and sequence

Pila ka: Quantitative Questions 82

Asking and answering questions of time, date, and location

Time 74

MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

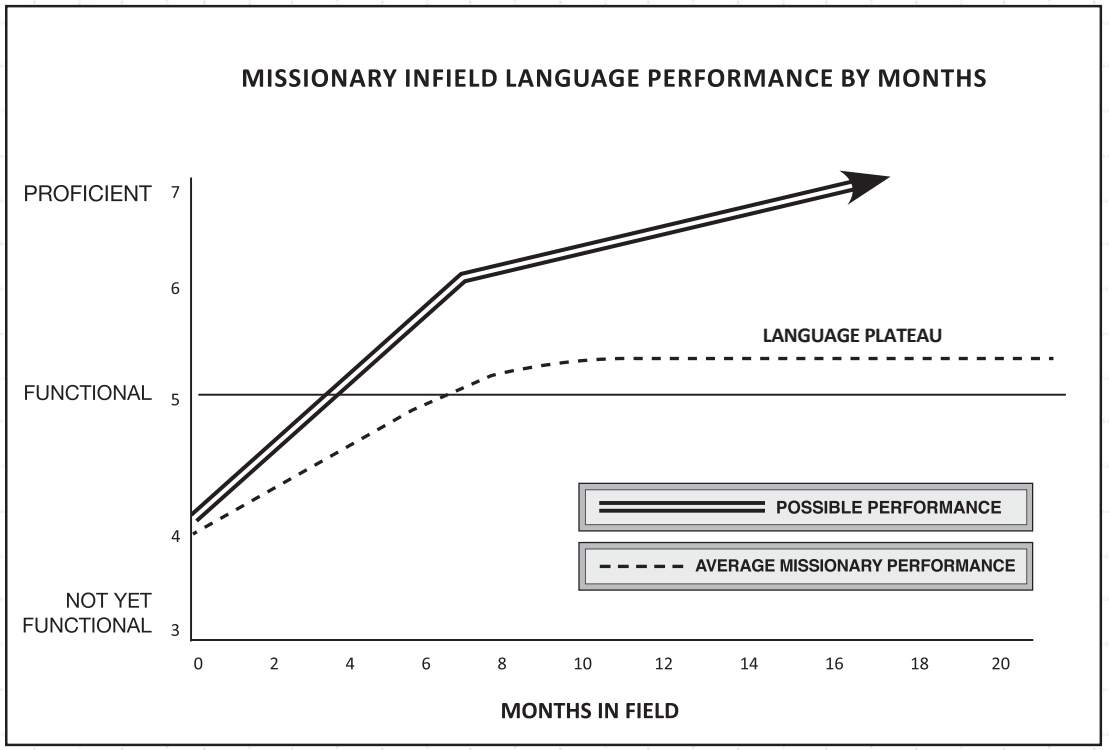
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



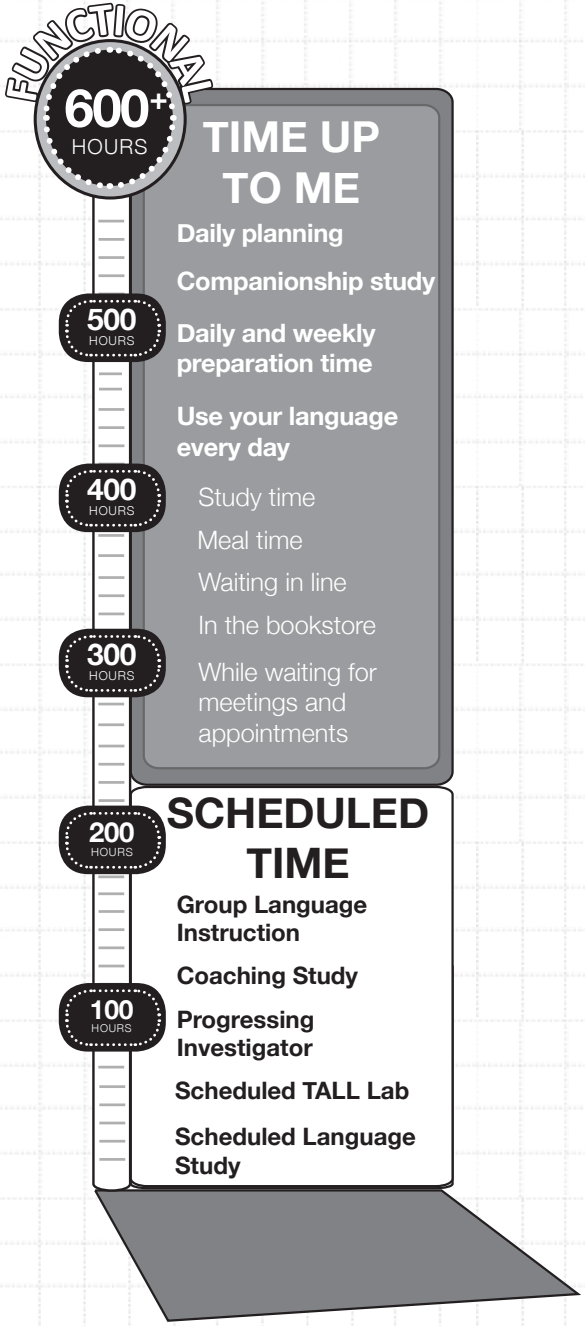
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

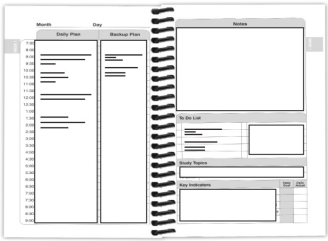
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.

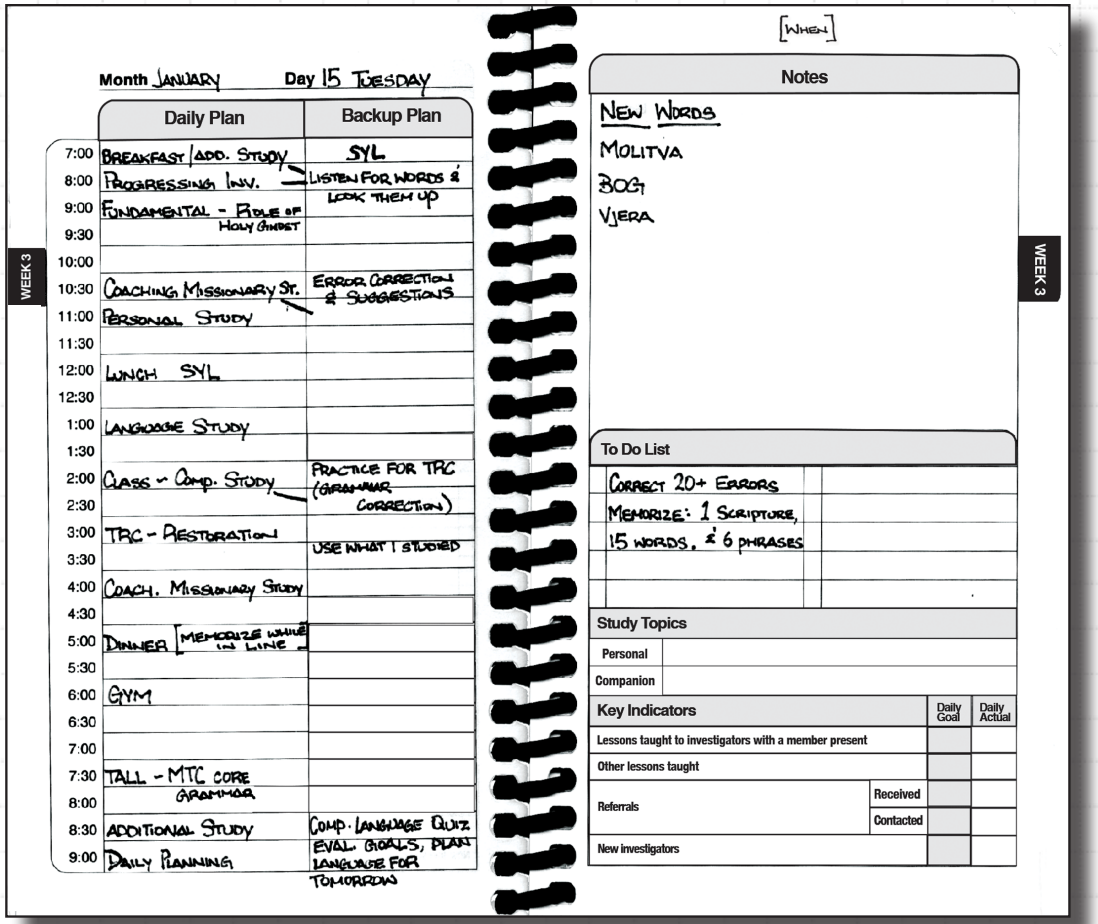
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.

- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

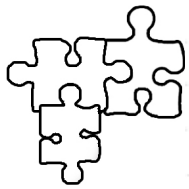
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

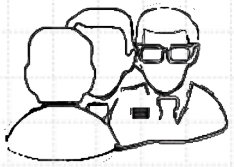


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

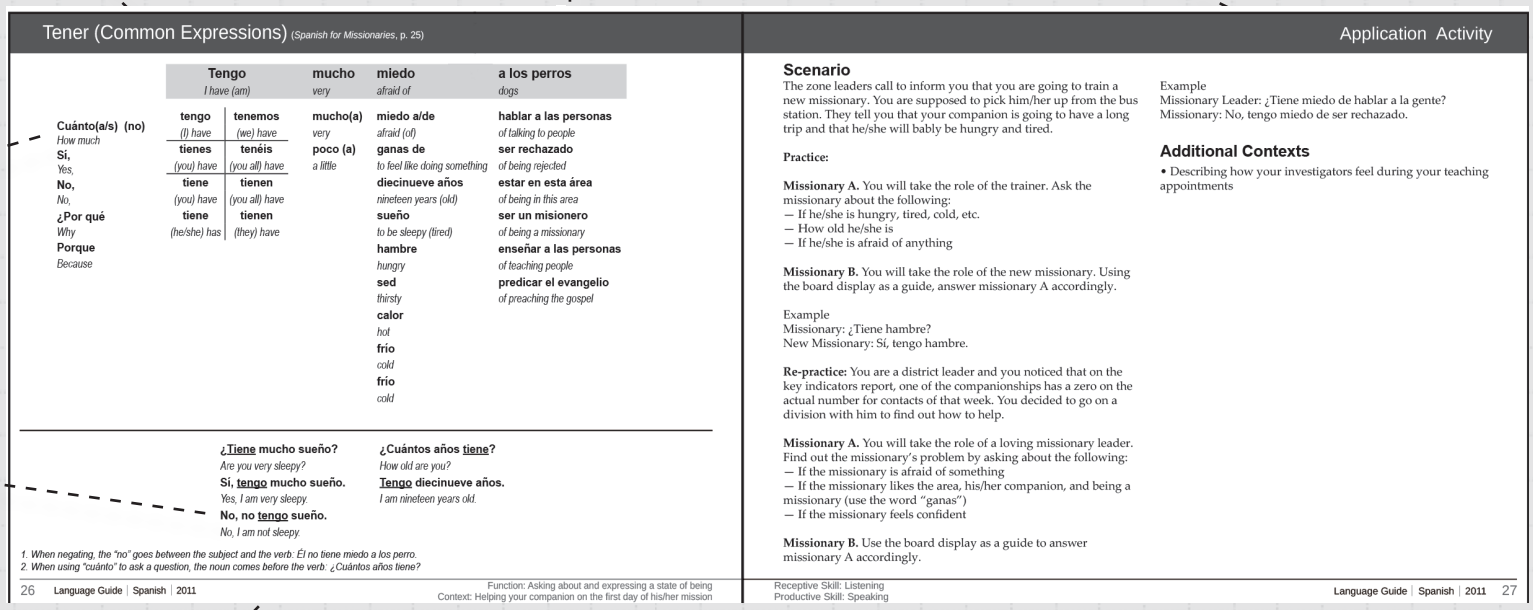
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
tienes *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
tiene *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
tiene *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
			hambre *hungry*	**enseñar a las personas** *of teaching people*
			sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

26 Language Guide | Spanish | 2011

Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

Language Guide | Spanish | 2011 27

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

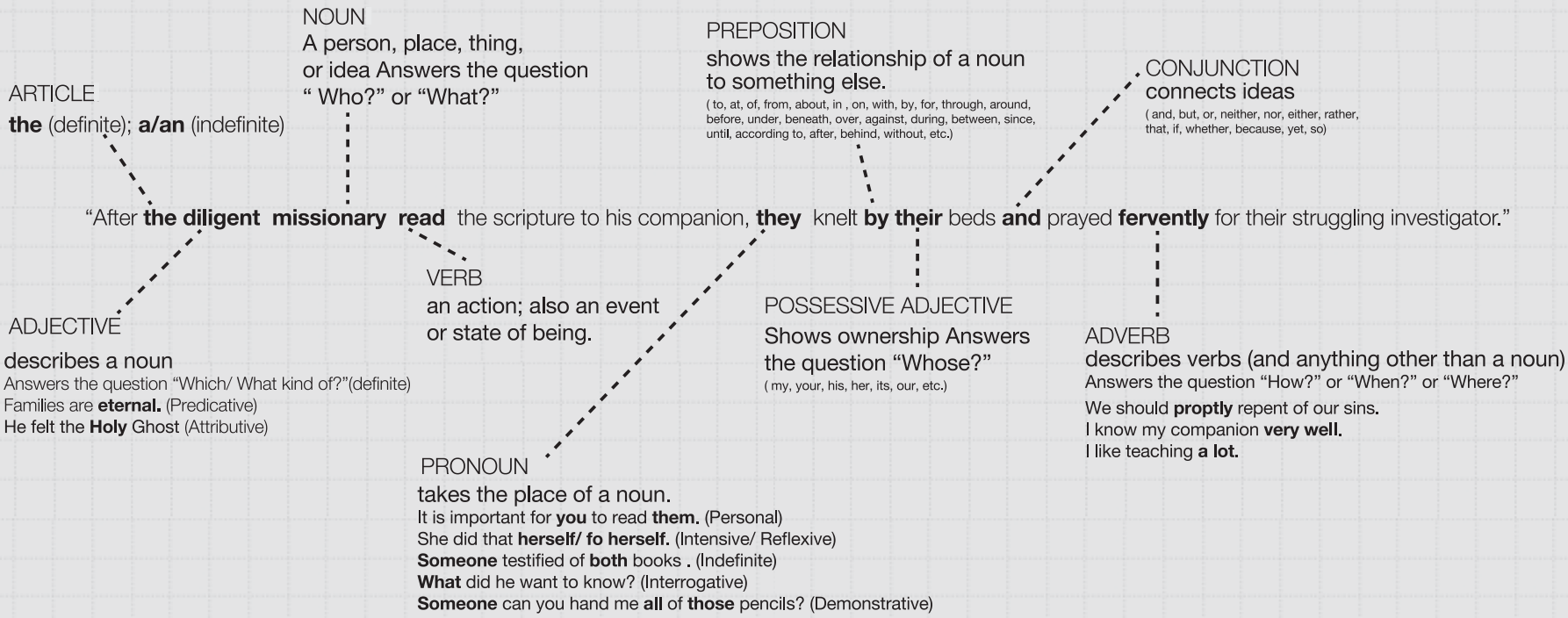
The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Ngalan	*name*
Aga	*morning*
Hapon	*afternoon*
Gab-i	*night/evening*
Pamilya	*family*
Asawa	*wife*
Bana	*husband*
Misyonero	*missionary*
Kaupod	*companion*
Utod	*sibling*
Idad	*age*
Anyos	*years (Spanish)*
Hilig	*hobby*

Numbers	
Isa	*one*
Duha	*two*
Tatlo	*three*
Apat	*four*
Lima	*five*
Anum	*six*
Pito	*seven*
Walo	*eight*
Siyam	*nine*
Pulo	*ten*

Adjectives	
Maayo	*good*
ayos lang	*just fine*
amo man giyapon	*same as usual*

Questions	
Kumusta	*how is/are*
Diin	*where*
Ano	*what*
Pila	*how many*

Verbs	
Halong	*take care*
Nagobra	*worked*
Nageskuela	*went to school*
Magmisyon	*will serve a mission*
Nanamian	*enjoy/like*

ANG (focus) Pronouns

ako	**kita / kami**
I / me	we / us
ka	**kamo**
you (singular)	you (plural)
siya	**sila**
he / she / him / her / it	they / them

SANG (non-focus)Pronouns

ko	**naton / namon**
I / me / my	we / us / our
mo	**ninyo**
you / your	you / your (plural)
niya	**nila**
he / she / him / her /his / her / it / its	they / them / their

Review:

- Get to know everyone in your district, and then practice introducing your companion to another person.
-Practice getting to know your investigator at the door, trying to build a relationship of trust.
-Write down more sentences that you want to use to get to know someone, then find out how to incorporate them each day.

Optional Review:

-Expand your vocabulary of words you can use during introductions and practice using them daily.
-Review page *105-106* of the appendix in this book to better grasp the concepts and then incorporate them in your introductions.

Note: The Philippines has two ways to describe "we", inclusive, and exclusive. If you are including the person you are talking to, use **kita, naton** and later **sa aton** (we inclusive). If you do not want to include the person you are talking to use **kami, namon** and **sa amon** (we exclusive). Example, while talking to an investigator you might say "Missionaries kami" in order to exclude the investigator; "children of God kita" to include the investigator.

-When used alone in passing, "kumusta" carries the same meaning as "hey" and does not require any response other than "kumusta" right back or "kumusta man" for "hey too." Maayong aga/hapon/gab-i is a more commong greeting in passing.

Task: Introductions

Greetings	Conversation	Response	Farewell
Maayong aga	**Kumusta?**	**maayo (gid)**	**halong**
Good morning	*hey/ what's up?*	*good (super)*	*take care*
Maayong hapon	**Kumusta ka?**	**ayos lang**	**halong ka pirme**
Good afternoon	*How are you?*	*just fine*	*you always take care*
Maayong gab-i		**amo man giyapon**	
Good evening		*same as usual*	

Questions about Family	
May pamilya ka bala?	**oo/waay**
Do you have a family?	*yes/none*
May asawa/bana ka bala?	
Do you have a wife/husband?	
Pila kamo magutod?	**_(#)_kami magutod**
How many siblings are you altogether?	*there are # of us*

Introductions	
Ano ang ngalan mo?	
what is your name?	
Ako si _____.	
I am _____.	
(Mga) misyonero	**ako**
Missionary(s)	*I/me*
	kami
	we
Ang Kaupod ko	si _____.
My companion is	_____.

Taga diin ka?
Where are you from?
Taga _____ ako.
I am from _____

Personal Questions
Pila ang idad mo?
How old are you?
____*(spanish numbers)* **anyos ako.**
I am _____ years old.
Ano ang mga hilig mo?
What are your hobbies?
Nanamian ko (mag)_____ kag _____.
I like (to) _____ and _____.

Questions about Work/School
Diin ka magmisyon?
Where are you serving a mission?
Magmission ako sa _____.
I will serve a mission in _____.
Diin ka nagobra?
Where did you work?
Nagobra ako sa _____.
I worked at/in _____.
Diin ka nageskwela?
Where did you go to school
Nageskwela ako sa _____.
I went to school at _____.

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Subong	*now/today*
Buas	*tomorrow*
Dason	*next*
Ebanghelyo	*gospel*
Relasyon	*relationship*
Bata	*child*
Anak	*child (formal)*
Propeta	*prophet*
Bugay	*blessing*
Relihiyon	*religion*
Importansya	*importance*
Buot silingon	*meaning*
Pagpati	*belief*
Pagpanumbalik	*Restoration*
Biblia	*Bible*

Verbs	
Magtudlo	*will teach*
Magistoriya	*will discuss*
Ginpadala	*sent*
Kilala	*know (person)*
Ginhatag	*gave*
Palangga	*loves*

Important Words	
Nga-a	*why*
Pa-ano	*how*
Pasensya	*sorry*
Salamat	*thank you*
Wa-ay kaso	*no problem*

Preposition	
Parte sa/kay	*about*

Important phrases to memorize:

Sin-o ang Diyos sa imo?
Who is God to you?

Sin-o si Jesucristo sa imo?
Who is Jesus Christ to you?

Ngaa importante ang relihiyon sa imo?
Why is religion important to you?

Note: For differences between *kita* and *kami* see page 20.
*D.O. stands for Direct Object

Optional Study:

-Read "How to Begin Teaching"
on page 176 of Preach My Gospel.

Review:

-Pray at least 2 times daily in your mission language.
-Prepare to teach an investigator about the importance of your message by using the vocabulary you have learned.
-Write down more sentences that you want to use, then find out how to incorporate them in a simple overview to your investigator.

Optional Review:

-Review Page 102 and 105 in the appendix of this book.
-Expand your vocabulary of words you can use to give a simple overview and practice giving simple overviews to those in your district.

Task: Give a Simple Overview

Verb	Actor	Question Marker	Marker	Noun
Nagapati *Believe*	**ka** *you*	**bala** *?*	**sa** *in* *(object)*	**Diyos** *God* **Biblia** Bible
			kay *in* *(person)*	**Jesucristo** *Jesus Christ*

Question	Marker	Noun		Noun	Receiver (optional)
Ano *What*	**ang** *focus*	**importansya** *importance* **buot silingon** *meaning*	**sang** *of*	**relihiyon** *religion* **Diyos** *God*	**sa imo** *to you*
		pagpati mo *your belief*	**parte sa** *about*		

Verb	Marker	Subject	Marker	Object	Receiver
Gin(a)padala *Sent (sends)* **Gin(a)hatag** *Gave (gives)*	**sang** *non-focus*	**Diyos** *God*	**ang** *(focus)*	**ebanghelyo** *gospel* **(mga) propeta** *prophet(s)*	**sa aton** *to all of us* **sa imo** *to you*
			si *(person)*	**Jesucristo** *Jesus Christ*	**sa akon** *to me*
			kami *us*		

Verb/Describer	D.O.*	Marker	Noun
palangga *loves* **kilala** *know (person)* **(mga) bata** *child(ren)*	**ka** *you* **kita** *all of us*	**sang** *(object/ title)*	**Diyos** *God*
		ni *person*	**Jesucristo** *Jesus Christ*

Time	Verb	Actor	Preposition	Marker	Prepositional Phrase
Subong *Right now* **Buas** *Tomorrow* **Dason** *Next time*	**magtudlo** *will teach* **magistoriya** *will discuss*	**kami** *we* **kita** *we*	**parte** *about*	**sa** *(object)*	**pagpanumbalik sang ebanghelyo ni Jesucristo** *restoration of gospel of Jesus Christ* **relasyon naton sa Diyos** *our relationship with God*
				kay *(person)*	**Jesucristo** *Jesus Christ* **Joseph Smith** *Joseph Smith*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Amay	*father*
Langit	*heaven*
Pagpasag-uli	*Atonement (old)*
Pagbayad-sala	*Atonement (new)*
Espiritu Santo	*Holy Ghost*
Pagtudlo	*teaching*
Pagtuo	*faith*
Hiyas	*gift (intangible)*
Katuyuan	*purpose*
Pagtunan	*learning*
Pagtu-on	*study*
Kamatuoran	*truth*
Libro ni Mormon	*Book of Mormon*

Verbs	
Nagapasalamat	*being grateful*
Bugayan	*will bless*
Giyaan	*will guide*
Buligan	*will help*
Hatagan	*will give*
Maguswag	*to progress*
Makapocus	*able to focus*
Matun-an	*to learn*

Adverbs	
Palihog	*please*

Optional Study:

-Read "Pray To Know The Truth Through the Holy Ghost" and the Prayer Box on page 39 of Preach My Gospel.
-Read "Pray with Faith" on pages 93-95 of Preach My Gospel
- Aditional Scriptures
  - John 15:16
  - 1 Nephi 18:3
  - Alma 37:36-37
  -Alma 31: 26-35

Note: "Pagpasag-uli is an older term that is used in the Libro ni Mormon and among the older generation. "Pagbayad-sala is a more recet term which directly translates to: payment of sin.

Review:

-Pray at least 2 times daily in your mission language.
-Prepare to teach an investigator how to pray using the steps you have learned.
-Write down more sentences that you want to use during personal and companionship prayer, then find out how to incorporate them each day.

Optional Review:

-Review Page 108-109 and 121-123 in the VP book and TALL software.
-Expand your vocabulary of words you can use during prayer and practice using them in your daily prayers.

Title	Possesive Pronoun	Location
Amay Father	**namon** our (exclusive) **ko** my	**sa langit** in heaven

Verb	Actor	Preposition	Noun		
Nagapasalamat *Grateful/ thankful*	**kami** *we* **ako** *I*	**para sa** *for (non-names)*	**ebanghelyo** *gospel* **Pagbayad-sala ni Jesucristo** *Atonement of Jesus Christ*	**mga pamilya namon** *our families* **Libro ni Mormon** *Book of Mormon*	**mga propeta** *prophets* **kaupod ko** *my companion*
		Preposition	**Names of People**		
		para kay *for (names)*	**Elder/Sister/Brother _____** *Thomas S. Monson*		

Verb	Actor	Direct Object	Linker	Verb
bugayan *will bless* **buligan** *will help*	*you*	**kami** *us* **ako** *I/me* **ang kaupod ko** *my companion*	**nga**	**matun-an** *to learn* **makapocus** *to focus* **maguswag** *to progress*

kag
and

Verb	Actor	Direct Object	Marker	Object
giya-an *guide*	**mo** *you*	**kami** *us* **ako** *I/me* **ang pamilya ko** *my family*	**sa** *in/to (location)*	**pagtudlo namon** *our teaching* **pagtu-on namon** *our study* **kamatuoran** *truth*

Verb	Actor	Direct Object	Marker	Object
hatagan *will give* **bugayan** *will bless*	**mo** *you*	**kami** *us* **ako** *I/me* **ang pamilya ko** *my family*	**sang** *(non-focus)*	**hiyas sang mga hinambalan** *gift of tongues* **Balaan nga Espiritu** *Holy Ghost* **pagtuo kay Cristo** *faith in Christ*

Close
Sa ngalan ni Jesucristo, amen. In the name of Jesus Christ, amen.

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
Mapatawaran	*will be forgiven*
Giyahan	*will be guided*
Magpabakod	*will be strengthened*
Nagapati	*believe*
Matinloan	*will be cleaned*
Mabanhaw	*will be resurrected*
Makabalik	*will be able to return*

Nouns	
Manluluwas	*Savior*
Amay sa Langit	*Father in Heaven*
Pagpalangga	*love*
Kamatuoran	*truth*
Pulong	*word*

Adjectives	
Buhi	*living/alive*
Matuod	*true*
Perpekto	*perfect*
Importante	*important*
Mapinalangga	*loving*

Conjunctions	
Nga	*that*

Optional Study:

- Read pages 198-199 in Preach My Gospel
- Complete the Personal Study Activity Box on page 199
-Alma 5:43-48

Important phrases to memorize:

Kabalo ako nga . . .(Know I that...)

Nagapati ako nga . . .(Believe I that . . .)

Nagapati ka bala nga . . . ? (Believe you that . . . ?)

Review:

-Testify to at least 3 different missionaries daily, and practice using new vocabulary that you learn each day, have your companion translate what you are bearing testimony of.

Optional Review:

-Expand your vocabulary of words you can use during your testimony and practice using them in your daily practice and with investigators.

Verb	Actor
Kabalo *Know*	**ako** *I*
Nagapati *Believe*	**kami** *we (exclusive)*

Question
Nagapati ka bala (?) *Do you believe?*
Ngaa nagapati ka *Why do you believe*

Linker
nga *that*

Describer	Linker	Subject
Matuod *True* **Pulong sang Diyos** *Word of God* **Importante** *Important* **Palangganon** *Loving*	**ang** *(non-name focus)*	**Libro ni Mormon** *Book of Mormon* **mensahe namon** *our message* **Diyos** *God*
Propeta *Prophet* **Buhi** *Living* **Perpekto** *Perfect* **Manluluwas naton** *Our Savior*	**si** *name focus*	Joseph Smith *Thomas S. Monson* **Jesucristo** *Jesus Christ*

Preposition	Noun	Important Phrases
Paagi sa *Through*	**Pagpasag-uli/ Pagbayad-sala** *Atonement*	**makabalik kita sa Diyos** *we can return to God* **matinloan kita sa sala** *we will be cleansed from sin* **mabanhaw kita** *we will be resurrected*

Question	Verb	Actor	Receiver
Paano *How*	**nagabulig** *helps* **nagabugay** *blesses* **nagagiya** *guides*	**Ang Diyos** *God*	**sa imo?** *to you?* **sa inyo** *to you all?* **sa aton?** *to all of us?*

Verb/Describer	Direct Object	Marker	Actor
Palangga *Loves* **Kilala** *know (person)* **(mga) Bata** *Child(ren)*	**ako** *me* **ka** *you* **kita** *all of us*	**sang** *non-focus*	**Diyos** *God*
		ni *name*	**Jesucristo** *Jesus Christ*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Himu-on	*to do/ will*
Basahon	*will read*
Magpangamuyo	*pray*
Magsimba	*go to church*
Sundon	*will follow*
Batunon	*will receive*
Nabatyagan	*feel/ felt*
Magpabunyag	*will be baptized*
Matinluan	*will be cleansed*
Nadumduman	*remembered*

Adverbs	
Adlaw-adlaw	*daily*
Kada gabi	*every night*

Nouns	
Pamangkot	*question*
Domingo	*Sunday*
Sala	*sin*
Paghidaet	*peace*
Sabat	*answer*
Kahapon	*yesterday*

Optional Study:

-Read "Extend Commitment Invitations" of Preach My Gospel pages 195-196
-Read "Ask Direct Questions" of Preach My Gospel page 197
-Read "Promise People Blessings" of Preach My Gospel pages 197-198
- Aditional Scriptures
    - John 7:17
    - Alma 32:27
    -Mosiah 18:10

Review:

- Identify each of the invitations you will be extending to your progressing investigator over the next 3 days. Write an invitation sentence with a promise blessing sentence for each invitation you plan on extending.

Optional Review:

- Use the TALL Software to study the "Extend Commitments" section.
-Identify commitments from Lessons 4 and 5 and learn the necessary vocabulary to extend specific commitments and invitations from those lessons.

Invitation			When?
Himuon mo bala *Will you*	**nga**	**basahon ang Libro ni Mormon?** *read the Book of Mormon* **magpangamuyo** *pray* **magsimba** *go to church* **magpamangkot sa Diyos kon matuod ang Libro ni Mormon?** *ask God if the Book of Mormon is true?*	**adlaw-adlaw** *every day* **kada gabi** *every night* **sa Domingo** *on Sunday*
Himuon mo bala nga sundon ang ehemplo ni Jesucristo kag magpabunyag sa isa ka tawo nga nagakapyot sang awtoridad sang Diyos?			
Will you follow the example of Jesus Christ and be baptized by someone who holds the authority of God?			

	Future Verb Phrase	Verb	Object
Kon *If*	**basahon mo ang Libro ni Mormon** *you will read the Book of Mormon* **magpangamuyo ka** *you will pray* **magsimba ka sa Domingo** *you will attend church on Sunday*	**batunon mo** *you will receive* **mabatyagan mo** *you will feel*	**ang Espiritu Santo** *Holy Ghost* **ang mga sabat** *answers* **ang paghideat** *peace*
	magpabunyag ka *you will be baptized*	**matinluan ka** *you will be cleaned*	**sang mga sala mo** *of your sins*

Past Verb	Actor	Direct Object/Adverb
Nakabasa *Were able to read* **Nakapangamuyo** *Were able to pray* **Nakasimba** *Were able to attend church*	**ka** *you*	**sang Libro ni Mormon?** *the Book of Mormon?* **parte sa Libro ni Mormon?** *about the Book of Mormon?* **kahapon?** *yesterday?* **adlaw-adlaw?** *every day?*

Question	Marker	Verb /Noun	Actor
Ano *What*	**ang** *(focus)*	**natun-an** *learned* **nabatyagan** *felt* **pamangkot** *question* **nadumduman** *remembered*	**mo?** *you/your?*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Bersikulo	*verse*
Kapitulo	*chapter*
Balasahon	*passage*

Other	
Samtang	*while*
Paano	*how*
Parehas	*same*

Numbers	
uno	*one*
dos	*two*
tres	*three*
kwatro	*four*
sinko	*five*
seis	*six*
siyete	*seven*
ocho	*eight*
nueve	*nine*
dies	*ten*

Verbs	
Magbasa	*to read*
Pamensaron	*to ponder*
Pangitaon	*to search*
Makasunod	*able to follow*
Batunon	*will receive*
Puwede	*can/may*

Numbers	
onse	*eleven*
dose	*twelve*
trese	*thirteen*
katorse	*forteen*
kinse	*fifteen*
diesesies	*sixteen*
diesesiete	*seventeen*
dieseocho	*eighteen*
diesenueve	*nineteen*
bente	*twenty*
trenta	*thirty*
kwarenta	*forty*
sinkwenta	*fifty*
sesenta	*sixty*
setenta	*seventy*
otyenta	*eighty*
nobenta	*ninety*
siyen	*hundred*

Review:

"The scriptures invite the Holy Ghost into your teaching" (Preach My Gospel, p. 180).

Practice using the Hiligaynon you have learned by sharing one of your favorite scriptures with your companion. Ask questions to check for understanding and to apply the scripture.

Note: "Kon" is used as a question killer. When "kon" is added before a word that would normally begin a question such as: why, who, what-- the word loses its question power and results in the non-question form of the word. Example, "When the saints come marching in..." is a non-question form of "when".

"Kon" along with all other conjunctions (and, but, or) reset a sentence between two verbs and the VAOL which you will short pattern starts over again.

Verb	Noun	Actor	Preposition	Noun
May *Have*	**Bersikulo** *verse*	**kami** *we* **ako** *I*	**parte sa** *about*	**pagpabunyag** *baptism* **pagtuo** *faith*

Verb	Actor	Verb
Puwede *Can/may*	**ako** *I* **ka** *you*	**magbasa?** *read*

	Marker	Location	Marker	Location	Noun	Number	Noun	Number
Ara ang balasahon *The passage exists*	**sa** *in*	**Libro ni Mormon** *Book of Mormon* **Biblia** *Bible*	**sa** *in*	**2nd Nefi** *ika doha nga Nephi*	**kapitulo** *chapter*	**uno** *one* **kinse** *fifteen*	**bersikulo** *verse*	**dos** *two* **bente** *twenty*

Adverb	Verb	Actor	Verb	Question Killer	Adverb	Actor	Important Phrase
Samtang *While/during*	**nagabasa** *reading*	**ako** *I* **ka** *you*	**pamensaron mo** *ponder* **pangitaon mo** *search/look for*	**kon**	**paano** *how*	**kita** *we*	**makasunod kay Jesucristo** *follow Jesus Christ*
						mo *you*	**batunon ang mga sabat** *will receive answers*

Adjective			Verb	Actor	Verb
Parehas *Same*	**kay** *to*	**Nefi** *Nephi*	**kinahanglan** *need*	**naton** *we*	**magpangamuyo** *to pray*
	sa *to*	**ila** *them* **iya** *him/her*	**puwede** *can*	**kita** *we*	**magpabunyag** *be baptized* **maghinulsol** *to repent*

Receiver	Adverb	Describer	Marker	Subject
Sa imo, *In your opinion,*	**ngaa** *why*	**importante** *important*	**ang** *(focus)*	**pagpabunyag?** *baptism?* **pagtuo?** *faith?* **paghinulsol?** *repentance?*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
Nagpangita	*searched*
Nagpakita	*showed/ appeared*
Nagsabat	*answered*
Nakasabat	*able to have answered*

Sequence	
Sang	*back in/when (referring to past)*
Tapos	*then*
Pagkatapos	*after*
Sa ulihi	*in the end*

Other	
Wa-ay	*none*

Optional Study:

-Read Joseph Smith-History 1:1-20
-Read "The Restoration of the Gospel of Jesus Christ through Joseph Smith" in Preach My Gospel pages 36-38
-Read "The Message of the Restoration: The Foundation of Faith" of Preach My Gospel pages 6-8

- Aditional Scriptures
  - James 1:5 -Ephesians 4:5 -Ephesians 1:10

Review:

-Practice sharing the Joseph Smith Story to your investigator. Share with your investigator how this experience has blessed your life and how it can help them come closer to Jesus Christ.

Optional Review:

- Memorize James 1:5 in the mission language
-Memorize the First Vision in the mission language
-Be ready to describe the First Vision using your own words. Do not rush through it. Bear sincere testimony that you know it is true. Do not hesitate to explaine how you came to know of its truth.
-Use TALL Software and VP book to add vocabulary you can use to describe the First Vision powerfully.

Note: "Indi" is the present & future form of "no", and is also used when saying you do not know how to do something or do not know someone. "Wa-ay" is the past tense of "no" and also to indicate an absence of something or "none".

"Nga" can link describers to subjects like "black NGA cat" which means "black cat". It can also mean "that" when used in the context similar to "Ka-balo ako NGA..." Finally, it also is put before a second verb in a sentence if there is no conjunction, example: "Naghambal siya nga magbasa ako..." - "He answered saying..."

Sequence	Year	Verb	Marker	Actor	Marker	Object
Sang	**1820**	**nagpangita**	**si**	**Joseph Smith**	**sang**	**kamatuoran**
Back in		*searched*	*focus (name)*	*Joseph Smith*	*(non-focus)*	*truth*
			Siya			**matuod nga simbahan**
			he			*true church*

Verb	Actor	Marker	Location
Nagbasa	**siya**	**sang**	**Biblia**
Read	*he*	*location*	*Bible*

Sequence
Tapos
Then

Verb	Actor	Marker	Receiver
Nagpangamuyo	**siya**	**sa**	**Diyos**
Prayed	*he*	*receiver*	*God*

Sequence	Pronoun	Verb	Marker	Actor	Conjunction	Marker	Actor	Marker	Receiver
Pagkatapos	**sina**	**nagpakita**	**ang**	**Diyos**	**kag**	**si**	**Jesucristo**	**sa**	**iya**
After	*that*	*appeared*	*focus*	*God*	*and*	*focus (name)*	*Jesus Christ*	*receiver*	*him*
								kay	**Joseph Smith**
								receiver (name)	*Joseph Smith*

Sequence	Verb	Marker	Actor	Conjunction	Adverb	Describer	Linker	Subject
Sa ulihi	**nagsabat**	**ang**	**Diyos**	**nga**	**wa-ay**	**matuod**	**nga**	**sa kalibutan**
In the end	*answered*	*focus*	*God*	*that*	*none*	*true*		*church*

Question	Verb	Marker	Actor	Marker	Marker	Receiver	Determiner
Pa-ano	**nakasabat**	**ang**	**Diyos**	**sa**	**mga**	**pagpangamuyo**	**mo?**
How	*able to have answered*	*focus*	*God*	*receiver*	*plural*	*prayer*	*your?*

Describer + Subject

	Adjective/Title			Subject
	Propeta		**si**	**Joseph Smith.**
	Prophet			*Joseph Smith*
Oo,	**Propeta**	**(bala)**	**si**	**Joseph Smith**
Yes,	*Prophet*	*(?)*		*Joseph Smith*
Indi,	**Manluluwas**			**Jesucristo**
No,	*Savior*			*Jesus Christ*
	Buhi			**Thomas S. Monson**
	Living			*Thomas S. Monson*
	Pulong sang Diyos		**ang**	**Libro ni Mormon**
	Word of God			*The Book of Mormon*
	Importante			**Simbahan ni Jesucristo sang mga Santos sa Ulihing mga Adlaw**
	Important			*The Church of Jesus Christ of Latter-Day Saints*
	Perpekto		**Ako**	**kita/kami**
	Perfect		*I*	*we (in./ex.)*
	Ano		**ka**	**kamo**
	What		*you*	*you (pl.)*
	Sin-o		**siya**	**sila**
	Who		*he/she*	*they*

Q. Importante bala Ang Libro ni Mormon?
Is the Book of Mormon important?
A. Oo, importante Ang Libro ni Mormon.
Yes, The Book of Mormon is important.

Q. Propeta bala si Thomas S. Monson?
Is Thomas S. Monson a prophet?
A. Oo, propeta si Thomas S. Monson.
Thomas S. Monson is the prophet.

Function: Asking about and describing objects, people, and their characteristics
Context: Bearing testimony

Scenario

You and your companion are walking to your next appointment. As you walk a man on the side of the road gets your attention. His brother is a member, and he has some questions about the Restoration of the Gospel. Your companion answers these questions and now is your opportunity to testify of the truthfulness of the Restoration.

1. Practice: Bear your testimony of the Restoration.

Additional Scenario(s)

After arriving to your first Sacrament meeting in the field, you are surprised to learn that it is “missionary Sunday.” Bishop Poblador has asked you to bear a brief testimony in Hiligaynon.

Conceptual Practice: VAOL

Hiligaynon sentences that have verbs typically follow this word order: Verb, Actor, Object, Location/Receiver

Example Sentence: Missionaries teach people the gospel

- **V**erb—the action
  - Ask yourself—What is being done?
  - Example: **Q**: What is being done? **A**: Teaching.

- **A**ctor—the person doing the action
  - Ask yourself—Who is doing the action?
  - Example: **Q**: Who is teaching? **A**: Missionaries.

- **O**bject—the thing being "verb-ed"
  - Ask yourself—What is being "verb-ed?"
  - Example: **Q**: What is being taught? **A**: Gospel.

- **L**ocation/Receiver—where the verb is happening or who is receiving the action
  - Ask yourself—Where is the action taking place/Who is receiving the action?
  - Example: **Q**: Where is the teaching happening/Who is being taught? **A**: People.

Example sentence in VAOL: Teach missionaries gospel people

Words like will and was (will read, was taught, etc.) are considered to be part of the verb. There can be more than one actor, object, or location in a sentence. Practice identifying the parts of the sentence, and then say the English sentence in Hiligaynon order—VAOL.

Ex: *Jesus Christ atoned for us.* ⟶ *Atoned Jesus Christ for us.*

- She will read the Book of Mormon.
- We receive revelation from God.
- I will serve a mission in the Philippines.
- Prophets guide us.
- We will go to heaven.
- We worship God on Sundays.
- Jose learned about the gospel.
- You will live in heaven.
- Sister Bukad listened to the Spirit.
- The missionaries baptized Brother Guillermo.
- Jesus Christ visited the Nephites.
- The missionaries will help bishop.
- They are giving a blessing to the baby.
- Heavenly Father is giving us blessings.
- God gives us commandments.
- God answers prayers.
- I spoke to him on the phone in the park.
- Sister Garcia is waiting for the jeepney.
- You will be forgiven.
- The teacher helped the missionaries in class.
- Christ visited the people in America.
- He gave me a Book of Mormon.
- Brother Lacap was baptized.
- They will sleep in the house at night.
- I will write a letter to the President.
- She is singing a song in the room.
- The girl smiled at the boy.
- God called a prophet for us.
- Heavenly Father and the Savior appeared to Joseph Smith.
- They went to the temple on Saturday.
- Brother Mawirat shared a story with the kids.
- He sold me a Bible.
- I will study the gospel in the Philippines.

See appendix page 93

Conceptual Practice: Focus

In English, we often use our tone of voice (volume, pitch, etc.) to emphasize parts of sentences. Take, for example, the sentence, "I know this church is true." If we were working with an investigator doubting that someone could know a church is true, we could emphasize the "I" in "I know this church is true," whereas with an investigator doubting the existence of a true church, we could emphasize "this church" in "I know this church is true." In Hiligaynon, the emphasis or focus of a sentence is communicated using words instead of tone of voice. Hiligaynon uses the words ANG, SANG, and SA as markers to identify the actor, object, or location of a sentence.

ANG marks the focus of the sentence. **SANG** marks the non-focus of the sentence. **SA** marks the location/receiver of the sentence.

There can only be one focus (ANG) in a sentence, but there can be multiple non-foci (SANG) or locations/receivers (SA). Also, a sentence does not need to contain all three markers. There is a complete set of pronouns for each marker (see Appendix, Ang, Sang, Sa). Sa is used for all prepositions (in, to, on, etc.).

How the verb is conjugated in Hiligaynon communicates which part of the sentence you are going to emphasize. Verb conjugations can be actor focus, object focus, or location focus. For example, the verb "give" can be conjugated three different ways to either emphasize the actor, the object, or the location. Knowing the focus of the verb conjugation tells you where to place Ang, Sang, and Sa.

In the sentence "The people killed the Savior," people are the actor and the Savior is the object. If we used an **object focus** verb the ANG would be placed before "Savior" and SANG would be placed before "People" → Killed **sang** people **ang** Savior. What would the sentence mean if we accidentally mixed up ANG and SANG (Killed **ang** people **sang** Savior)? Though sentences follow the word order VAOL, markers trump order in conveying meaning; i.e., even if the words are in the right order, if the markers are switched the meaning of the sentence changes.

Practice placing ang, sang, and sa (or the associated pronoun) in each of the following sentences.

	V	A	O	L
• Missionaries teach people the gospel. (Actor Focus)	Teach	_____missionaries	_____gospel	____people.
• Missionaries teach people the gospel. (Object Focus)	Teach	_____missionaries	_____gospel	____people.
• Missionaries teach people the gospel. (Location Focus)	Teach	_____missionaries	_____gospel	____people.
• She will read the Book of Mormon. (Actor Focus)	Will read	_____(she)	_____Book of Mormon.	
• She will read the Book of Mormon. (Object Focus)	Will read	_____(she)	_____Book of Mormon.	
• We gave them a pamphlet. (Actor Focus)	Gave	_____(we)	_____pamphlet	____(them).
• We gave them a pamphlet. (Object Focus)	Gave	_____(we)	_____pamphlet	____(them).
• We gave them a pamphlet. (Location Focus)	Gave	_____(we)	_____pamphlet	____(them).
• The missionary wrote a letter to Paul (Actor Focus)	Wrote	_____missionary	_____letter	____Paul.
• The missionary wrote a letter to Paul (Object Focus)	Wrote	_____missionary	_____letter	____Paul.
• The missionary wrote a letter to Paul (Location Focus)	Wrote	_____missionary	_____letter	____Paul.
• We shared a message with them (Actor Focus)	Shared	_____(we)	_____message	____(them).
• We shared a message with them (Object Focus)	Shared	_____(we)	_____message	____(them).
• We shared a message with them (Location Focus)	Shared	_____(we)	_____message	____(them).

Mag: Actor Focus Indicative Verbs

Tense	Verb			Actor		Object		Location
	Nagpangita		**si**	**Joseph Smith**	**sang**	**kamatuoran**	**sa**	**Biblia.**
	Searched			*Joseph Smith*		*truth*		*Bible*
Nag +	**pangita**	**(bala)**	**si**	**Joseph Smith**	**sang**	**kamatuoran**	**sa**	**Biblia**
Past	*search*	*(?)*		*Joseph Smith*		*truth*	*to/in*	*Bible*
Naga+	**panumbalik**			**Jesucristo**		**awtoridad**	**akon**	**aton/amon**
Present	*restore*			*Jesus Christ*		*authority*	*me*	*us (in./ex.)*
Mag+	**hambal**		**ang**	**Diyos**		**ebanghelyo**	**imo**	**inyo**
Future/inf.	*speak*			*God*		*gospel*	*you*	*you (pl.)*
	basa			**propeta**		**matuod nga simbahan**	**iya**	**ila**
	read			*prophet*		*true church*	*him/her*	*them*
	hatag			**mga tawo**		**(mga) doktrina**		**kalibutan**
	give			*people*		*doctrine(s)*		*world*
	pati		**ako**	**kita/kami**		**pagpahayag**	**paagi sa**	**mga propeta**
	believe		*I*	*we (in./ex.)*		*revelation*	*through*	*prophets*
			ka**	**kamo**		**pulong sang Diyos**	**kay**	**Joseph Smith**
			you	*you (pl.)*		*word of God*	*to/in*	*Joseph Smith*
			siya**	**sila**			**paagi kay**	**Juan Bautista**
			he/her	*they*			*through*	*John the Baptist*

Oo, *Yes,*
Waay[3], *No,*
Indi[1], *No,*
Paano[1] *How*
Ngaa *Why*

Q. Nagahambal bala ang mga propeta sang pulong sang Diyos sa mga tawo?

Do prophets speak the word of God to the people?

A. Oo, nagahambal ang mga propeta sang pulong sang Diyos sa mga tawo.

Yes, prophets speak the word of God to the people.

Q. Paano nagpanumbalik ang Diyos sang ebanghelyo?

How did God restore the gospel?

A. Nagpanumbalik ang Diyos sang ebanghelyo paagi kay Joseph Smith.

God restored the gospel through Joseph Smith.

**When using "paano" or "indi" the "ang" pronouns will always precede the verb.*
***Pronouns with a single syllable (i.e. ka, siya) will always come before "bala."*
****When making a negative past or present tense sentence "waay" will be used instead of "indi"*

Function: Asking about and describing actions and events
Context: Teaching about the Restoration of the Gospel of Jesus Christ though Joseph Smith

Scenario

You are returning to a former investigator named Cerrie Joame. Immediately after starting the lesson, Cerrie tells you she doesn't believe in a living prophet. You and your companion are prompted to teach her "The Restoration of the Gospel of Jesus Christ through Joseph Smith."

1. Practice: Answer Cerrie's questions about the Restoration, and teach to resolve her concerns.

Additional Scenario(s)

In your Libro ni Mormon look over the preface for "Ang Unang Libro ni Nefi," and find the "Mag-" verbs used. Using these words, ask questions about the Restoration to other missionaries in your district.

I/on: Object Focus Indicative Verbs

Tense	Verb			Actor		Object		Location	
	Ginsulat		**sang**	**mga propeta**	**ang**	**Libro ni Mormon**	**para sa**	**aton**	
	Wrote			*prophets*		*Book of Mormon*	*for*	*us*	
Gin +	**sulat**[2]	**(bala)**	**sang**	**mga propeta**	**ang**	**Libro ni Mormon**	**para sa**	**akon**	**aton/amon**
Past	*write*	*(?)*		*prophets*		*Book of Mormon*	*for*	*me*	*us (in./ex.)*
Gina +	**hatag**[2]			**Diyos**		**mga pamangkot**	**paagi sa**	**imo**	**inyo**
Present	*give*			*God*		*questions*	*through*	*you*	*you (pl.)*
I +	**pangita**		**ni**	**Joseph Smith**		**mga sabat**	**sa**	**iya**	**ila**
Future/inf.	*search*			*Joseph Smith*		*answers*		*him/her*	*them*
+ on	**sabat**		**ko*** **	**naton/namon**		**paggiya**		**pagtuon**	
Future/inf.	*answer*		*I*	*we (in./ex.)*		*guidance*		*study*	
	baton		**mo*** **	**ninyo**		**pagpahayag**		**kalibutan**	
	receive		*you*	*you (pl.)*		*revelation*		*earth*	
	basa		**niya*** **	**nila**		**kamatuoran**		**Libro ni Mormon**	
	read		*he/she*	*they*		*truth*		*Book of Mormon*	

Oo,
Yes,
Indi[1]**,**
No,
Waay,
No,
Himuon mo bala nga...
Will you...

Q. Himuon mo bala nga basahon ang Libro ni Mormon?
Will you read the Book of Mormon?
A. Oo, basahon ko ang Libro ni Mormon.
Yes, I will read the Book of Mormon.

Q. Ginapangita mo bala ang kamatuoran?
Are you searching for the truth?
A. Oo, ginapangita ko ang kamatuoran.
Yes, I am searching for the truth.

**When using "indi" the "sang" pronouns will always precede the verb.*
***Uses the "I-" prefix.*
****Pronouns with a single syllable (i.e. ko, mo, niya) will always come before "bala."*

Function: Asking about and describing actions and events
Context: Revelation through the Book of Mormon

Scenario

A newly reactivated member has referred you to his extended family, the Puentespina's. When you first contacted them you gave them a Restoration pamphlet to read. Upon your return you find that they have read the entire pamphlet. However, they don't understand everything about the Book of Mormon.

1. Practice: Teach the Puentespina family about the Book of Mormon. Help them understand that they can receive revelation through reading the Book of Mormon.

Additional Scenario(s)

Invite the Puentespina family to read the Book of Mormon. As directed by the Spirit, promise blessings and extend invitations to keep other commitments. Conclude with bearing your testimony.

An: Recipient/Location Focus Indicative Verbs

	Tense	Verb				Actor		Location/Receiver		Object
		Gintudluan			**ni**	**Jesucristo**	**ang mga**	**tawo**	**sang mga**	**kasuguan.**
		Taught				*Jesus Christ*		*people*		*commandments*
Oo,	**Gin +**	**tudlo**	**+ an**	**(bala)**	**ni**	**Jesucristo**	**ang (mga)**	**tawo**	**sang (mga)**	**kasuguan**
Yes,	*Past*	*teach*		*(?)*		*Jesus Christ*		*person*		*commandment*
Indi,	**Gina+**	**bulig**	**+ an**		**sang (mga)**	**apostoles**		**apostoles**		**ebanghelyo**
No,	*Present*	*help*				*apostle*		*apostle*		*gospel*
Waay,	**---**	**laygay**	**+ an**			**propeta**		**matarong nga tawo**		**husto**
no,	*Future*	*advise*				*prophet*		*righteous person*		*right*

hambal
speak

serbisyo + han
serve

hatag
give

ko	**naton/namon**
I	*we (in./ex.)*
mo	**ninyo**
you	*you (pl.)*
niya	**nila**
he/she	*they*

Dios
God

malaut nga tawo
wicked person

tanan
all

ako	**kita/kami**
I	*We (in./exc.)*
ka	**kamo**
you	*you (pl.)*
siya	**sila**
he/she	*they*

Q. Ginlaygayan bala ni Jesucristo ang mga apostoles?
Did Jesus Christ advise the apostles?
A. Oo, ginlaygayan ni Jesucristo ang mga apostoles.
Yes, Jesus Christ advised the apostles.

Q. Ginhatagan mo siya sang Libro ni Mormon?
Did you give her a Book of Mormon?
A. Oo, Ginhatagan ko siya sang Libro ni Mormon.
Yes, i gave her a Book of Mormon.

**If the receiver is a pronoun, it will come immediately after the verb if it is one syllable, and after 'bala' if it is 2 syllables.*

Function: Asking about and describing actions and events
Context: Teaching about The Savior's Earthly Ministry and Atonement

Scenario

You and your companion are teaching Robert Villanueva for the first time. Robert was raised Catholic, but since being married has started attending one of the local Baptist churches with his wife. Robert has expressed sincere faith in Christ, and understands His role as Redeemer of mankind. However, his knowledge of the Savior's life is limited.

1. Practice: Seek to further strengthen Robert's testimony in Christ by explaining about the Savior's life and mission. Demonstrate how learning about the Savior's life can help him strengthen his faith.

Additional Scenario(s)

Sister Rosalde Velasco, a member of the relief society presidency, teaches English to Koreans. One of her students, Jehee Lee, has expressed interest in learning about the church. You agree to meet with Jehee twice a week. During your last visit with Jehee you learned that she was raised Buddhist, and knows very little about Christianity. For your next visit, help her understand and develop a testimony of "The Savior's Earthly Ministry and Atonement."
("Not not not, up to par" -Marissa Purser)

Interrogatives: Type 1

Interrogative		Object/Actor		Location
Sin-o	**ang**	**magbunyag**	**sa**	**iya?**
Who		*will baptize*		*him/her?*
Sin-o	**ang**	**magbunyag**	**sa**	**iya**
Who		*one that will baptize*		*him/her*
Ano		**nabatyagan mo**		**simbahan**
What		*thing that you felt*		*church*
Diin		**balay niya**	**kay**	**Princess**
Where		*his/her house*		*Princess*
San-o		**ginbasa mo**		**Joseph**
When		*thing you read*		*Joseph*
Pila		**eksperiensya mo**		
How many		*your experience*		
Kamusta	**si**	**Jay-B**		
How is		*Jay-B*		

ako	**kita/kami**
I	*we (in./ex.)*
ka	**kamo**
you	*you (pl.)*
siya	**sila**
he/she	*they*

Q. Kamusta ang ekperiensya mo sa simbahan?
How was your experience at church?
A. Nami guid ang ekseriensya ko sa simbahan.
My experience was very nice at church.

Q. Diin ang balay mo?
Where is your house?
A. Sa Roxas ang balay ko.
My house is in Roxas.

**When using a prounoun, it will take the place of the "ang". The "ang" will not be included in the sentence.*

Function: Asking about and describing actions and events
Context: Teaching about The Savior's Earthly Ministry and Atonement

Scenario

Brother Beng-Ad came up to you while you were on the street to ask about your church. You couldn't teach him immediately because it was late and you had to get home, but you invited him to come to church with you on Sunday. You saw him at church and set up a meeting to teach him for the first time the next day.

1. Practice: You are at your appointment with Brother Beng-Ad. Ask him about his experience at church and find out a little bit more about him before you begin teaching him. Use only the grammar you have just learned, plus any other vocabulary you know.

Additional Scenario(s)

Zhared Torres, an investigator you have been teaching for a few months, finally came to church last Sunday. You discovered at church that she has also started reading the Book of Mormon. Follow up with Sister Torres to see how she felt about church and about what she read.

Using the fundamental of How to Begin Teaching, practice following up with an investigator you are currently teaching on a commitment that you extended in your last appointment with him/her.

Interrogatives: Type 2

Interrogative	Verb		Actor		Object		Location
Paano *How*	**makabaton** *receive*	**ang** *(focus)*	**mga tawo** *people*	**sang**	**pagpahayag** *revelation*	**sa**	**pagsimba?** *church?*
Diin *Where* **Paano** *How (process/way)* **San-o** *When* **Ngaa** *Why* **Tungod…** *Because…* **Sang...** *When (past)…* **Pag…** *When (present/future)...* **Paagi sa...** *Through...*	**makabaton** *able to receive* **nagpangamuyo** *prayed* **magbulig** *will help* **nagabasa** *is reading* **magsabat** *will answer* **magsimba** *will go to church*	**ang** *(focus)*	**pagsimba** *church attendance* **pagpangamuyo** *prayer* **mga tawo** *people* **Diyos** *God* **Libro ni Mormon** *Book of Mormon*	**sang**	**kamatuoran** *truth* **pagpangamuyo** *prayer* **pagpahayag** *revelation* **mga pamangkot** *questions*	**sa**	**tagipusuon** *heart* **Libro ni Mormon** *Book of Mormon* **pagsimba** *church attendance* **imo** *you*

ako *I*	**kita/kami** *we (in./ex.)*
ka *you*	**kamo** *you (pl.)*
siya *he/she*	**sila** *they*

Q. Ngaa nagapangamuyo ka adlaw-adlaw?
Why do you pray everyday?
A. Tungod magbaton ako sang sabat sa pamangkot ko.
Because I will receive answers to my prayers.

Q. Paano nagasabat ang Diyos sa imo?
How does God answer you?
A. Nagasabat siya paagi sa mga balatyagon.
He answers through feelings.

Function: Asking about and describing actions and events
Context: Teaching about The Savior's Earthly Ministry and Atonement

Scenario

Brother Beng-Ad came up to you while you were on the street to ask about your church. You couldn't teach him immediately because it was late and you had to get home, but you invited him to come to church with you on Sunday. You saw him at church and set up a meeting to teach him for the first time the next day.

1. Practice: You are at your appointment with Brother Beng-Ad. Ask him about his experience at church and find out a little bit more about him before you begin teaching him. Use only the grammar you have just learned, plus any other vocabulary you know.

Additional Scenario(s)

Zhared Torres, an investigator you have been teaching for a few months, finally came to church last Sunday. You discovered at church that she has also started reading the Book of Mormon. Follow up with Sister Torres to see how she felt about church and about what she read.

Using the fundamental of How to Begin Teaching, practice following up with an investigator you are currently teaching on a commitment that you extended in your last appointment with him/her.

May ara, Wala, Wa'ay: Existentials

	Existential			Posessor		Object Posessed
	May ara		**kita**		**sang**	**kahilwayan sang pagpili.**
	Have		*we*			*agency*
Oo,	**May ara**	**(bala)**	**ako**	**kita/kami**	**sang**	**kahilwayan sang pagpili**
Yes,	*Have*	*(?)*	*I*	*we (in./ex.)*		*agency*
Wala,	**Wala**		**ka**	**kamo**		**katuyuan**
No,	*Don't have*		*you*	*you (pl.)*		*purpose*
Wa'ay,	**Wa'ay**		**siya**	**sila**		**lawas**
No,	*Don't have*		*he/she*	*they*		*body*
	Damo		**ang**	**Diyos**		**sala**
	(Have) Many			*God*		*sin*
				yawa		**pamilya**
				devil		*family*
			si	**JunJun**		**plano**
				JunJun		*plan*
						(mga) pagtilaw
						trial(s)
						(mga) pagpili
						choice(s)

Q. May ara bala kita sang katuyuan sa kalibutan?
Do we have a purpose on earth?
A. Oo, may ara kita sang katuyuan sa kalibutan.
Yes, we have a purpose on earth.

Q. May ara bala ang Espiritu Santo sang lawas?
Does the Holy Spirit have a body?
A. Wala, wala siya sang lawas.
No, he does not have a body.

**Pronouns with a single syllable (i.e. ka, siya) will always come before "bala."*
***While using "damo", if the posessor is not a pronoun it must come after the object being posessed. (ex. Damo responsibilidad ang bishop)*

Function: Asking about and expressing a state of being
Context: Teaching about The Plan of Salvation

Scenario

After being less active for several years, the Lachica family has recently started coming to church again. Bishop Sombilla has noticed that they have forgotten basic doctrines of the church. He has asked that you visit and re-teach the missionary lessons to them. For your next visit you and your companion have decided to share about the Plan of Salvation.

1. Practice: Ask the Lachica's about their beliefs concerning the Plan of Salvation. Answer any questions they may have.

Additional Scenario(s)

You and your companion have been asked to teach the *Gospel Principles* class in an hour. Your companion will teach most of the lesson, but has asked you to first give a brief summary of "The Gospel of Jesus Christ."

May: Existentials

Existential	Object Posessed		Posessor	
May	**pamilya**		**ako.**	
Have	*family*		*I*	

Oo,	**May**	**pamilya**	**(bala)**	**ako**	**kita/kami**
Yes,	*Have*	*family*	*(?)*	*I*	*we (in./ex.)*
Wa'ay,		**asawa**		**ka**	**kamo**
Don't have (no),		*wife*		*you*	*you (pl.)*
Wala,		**bana**		**siya**	**sila**
Don't have (no),		*husband*		*he/she*	*they*
		mga bata		**ang**	**bata mo**
		children			*your child*
		obra			**bana mo**
		work			*your husband*
		relihiyon			**utod mo**
		religion			*your sibling*
		(mga) utod		**si**	**Jesukristo**
		sibling(s)			*Jesus Christ*

Q. May obra bala ang bana mo?
Does your husband have work?
A. Oo, may obra siya.
Yes, he has work.
A. Wa'ay, wa'ay siya sang obra.
No, he doesn't have work.

Q. May asawa ka bala?
Do you have a wife?
A. Oo, may asawa ako.
Yes, I have a wife.
A. Wala, wala ako sang asawa.
No, I don't have a wife.

**Pronouns with a single syllable (i.e. ka, siya) will always come before "bala."*

Function: Asking about and expressing possession and ownership
Context: Getting to know someone

Scenario

While you are waiting for PEC to start, Brother Empleo, a member of the Stake high council, approaches you. He says he has a referral for you to contact later that evening.

1. Practice: Ask Brother Empleo about his referral. Specifically ask about the referral's family, religious beliefs, and possible concerns.

Additional Scenario(s)

You and your companion just got out of an appointment to find that it is raining. As you walk it starts to pour and the road begins to flood! At that point you decide that it would probably be best if you just took a tricycle. You begin looking around for an empty tricycle, and race to get on the last open one you can see. The driver is curious as to what two young people are doing dressed up, walking around in the rain. You answer his question and get to know him.

Pseudo Verbs: Puwede

Pseudo		Actor	Verb (inf.)		Object
Puwede	**ka**		**magbasa**	**sang**	**bersikulo?**
Can	*you*		*to read*		*verse*
Puwede	**ako**	**kita/kami**	**magbasa**	**sang**	**bersikulo**
Can	*I*	*we (in./ex.)*	*to read*		*verse*
	ka	**kamo**	**mageksplikar**		**kahulugan sang bersikulo**
	you	*you (pl.)*	*to explain*		*meaning of the verse*
	siya	**sila**	**magpangita**		**bu-ot silingon sang pagtuo**
	he/she	*they*	*to look for*		*definition of faith*
	ko	**naton/namon**	**basahon**	**ang**	**bersikulo**
	I	*we (in./ex.)*	*to read*		*verse*
	mo	**ninyo**	**ieksplikar**		**kahulugan sang bersikulo**
	you	*you (pl.)*	*to explain*		*meaning of the verse*
	niya	**nila**	**pangita-on**		**bu-ot silingon sang pagtuo**
	he/she	*they*	*to look for*		*definition of faith*

Oo, puwede.
Yes, I can.
Indi[1]
No

Q. Puwede ninyo pangita-on ang bu-ot silingon sang pagtuo?
Can you look for the definition of faith?
A. Oo, puwede.
Yes (we can).

Q. Puwede ka mageksplikar sang kahulugan sang bersikulo?
Can you explain the meaning of the verse?
A. Indi, indi ako puwede mageksplikar sang kahulugan sang bersikulo.
No, I can't explain the meaning of the verse.

**When answering with "indi" pronouns will precede "puwede."*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Using the Scriptures

Scenario

All nine members of the Tolentino family were recently baptized. The last time you visited, they expressed their continual love for the gospel. They also shared some trials they are facing. You feel that establishing a habit of reading the scriptures, especially the Book of Mormon, will help strengthen their testimonies.

1. Practice: Search the scriptures with them to find a verse or story that explains the importance of scriptures. Read a few select verses with them. Ask them questions about what they understood from the verses.

Additional Scenario(s)

Coming into your lesson with Sister Josephine, you had planned many scriptures to share with her. You wanted to make sure she understood the importance of the scripture. Ask her to read a scripture and then ask her what the meaning of the verse was.

Pseudo Verbs: Gusto

	Pseudo		Actor			Verb (inf.)		Object	
	Gusto		**ko**		**nga**	**magsunod**	**sang**	**ebanghelyo.**	
	Want/like		*I*			*to follow*		*gospel*	
Oo,	**Gusto**	**(bala)**	**ko²**	**naton/namon**	**nga**	**magsunod**	**sang**	**ebanghelyo**	**(agud...)**
Yes,	*Want/like*	*(?)*	*I*	*we (in./ex.)*		*to follow*		*gospel*	*(in order to...)*
Indi¹,			**mo²**	**ninyo**		**magpabunyag**		**kapatawaran**	
No,			*you*	*you (pl.)*		*to be baptized*		*forgiveness*	
Ngaa			**niya²**	**nila**		**maghinulsol**		**ehemplo ni Cristo**	
Why			*he/she*	*they*		*to repent*		*example of Christ*	
						itudlo	**ang**	**mga kasuguan**	
						to teach		*commandments*	
						mabaton		**kaluoy ni Cristo**	
						to be able to receive		*mercy of Christ*	
						sundon		**Doktrina ni Cristo**	
						to follow		*Doctrine of Christ*	

Q. Ngaa gusto mo magpabunyag?
Why do you want to be baptized?
A. Gusto ko magpabunyag agud magbaton sang mga bugay.
I want to be baptized in order to receive blessings.

Q. Gusto mo sundon ang ehemplo ni Cristo?
Do you want to follow the example of Christ?
A. Oo, gusto ko sundon ang ehemplo ni Cristo.
Yes, I want to follow the example of Christ.

**When answering with "indi" pronouns will precede "gusto."*
***Pronouns with a single syllable (i.e. ko, mo, niya) will always come before "bala."*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about repentance and baptism

Scenario

You've been teaching Jocebel for a while now. She has a testimony that the Church is true, and a strong desire to be baptized. She is struggling to commit to a baptismal date because of how strongly her family disapproves of her baptism.

1. Practice: Ask her about what she likes about the gospel. Discuss why she wants to be baptized.

Additional Scenario(s)

Sister Sotto has been listening for a few weeks and has a lot of potential. You want to follow-up with how committed she is to keeping the commandments. Ask her why she wants to keep the commandments.

Pseudo Verbs: Kinahanglan

	Pseudo			Actor	Verb		Object
	Kinahanglan			**naton**	**basahon**	**ang**	**Libro ni Mormon**
	Need			*we (in.)*	*to read*		*the Book of Mormon*
Oo,	**Kinahanglan**	**(bala)**	**ko**[1]	**naton/namon**	**basahon**	**ang**	**Libro ni Mormon**
Yes,	*Need*	*(?)*	*I*	*we (in./ex.)*	*to read*		*Book of Mormon*
Indi,			**mo**[1]	**ninyo**	**itudlo**	**ang**	**laygay sang mga propeta**
No,			*you*	*you (pl.)*	*to teach*		*counsel of the prophets*
			niya[1]	**nila**	**sundon**	**ang**	**mga kasuguan**
			he/she	*they*	*to follow*		*commandments*
					ipangabuhi	**ang**	**Doktrina ni Cristo**
					to live		*Doctrine of Christ*
					Magpili	**sang**	**maayo**
					to choose		*good*
					Magtuon	**sang**	**mga balaan nga kasulatan**
					to study		*scriptures*

ang Libro ni Mormon
Book of Mormon
ang laygay sang mga propeta
counsel of the prophets

Q. Kinahanglan bala nila sundon ang mga kasuguan?
Do they need to follow the commandments?
A. Oo, kinahanglan nila sundon ang mga kasuguan.
Yes, they need to follow the commandments.

Q. Kinahanglan bala naton ang Doktrina ni Cristo?
Do we need the Doctrine of Christ?
A. Oo, kinahanglan naton ang Doktrina ni Cristo.
Yes, we need the Doctrine of Christ.

**Pronouns with a single syllable (i.e. ko, mo, niya) will always come before "bala."*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Follow the Prophet

Scenario

After a few lessons, you've found that Richmond still hasn't been keeping his commitments. You've taught him that the prophet has instructed us to read and pray daily so we can become closer to God and receive personal revelation.

1. Practice: Teach Richmond that we need to follow the various commandments given through the prophets.

Additional Scenario(s)

You are attending the Family Home Evening of the Nobleza family. They invite you to share a message about the importance of having quality gospel habits. Tell them the various things we need to do in order to live a gospel centered life.

Sang Possession

	Adj./Interrogative			Object		Posessor
	Maayo gid		**ang**	**pagbasa**	**sang**	**pamilya ko.**
	Really good			*reading*		*my family*
Oo,	**Maayo gid**	**(bala)**	**ang (mga)**	**pagbasa**	**sang**	**pamilya ko**
Yes,	*Really good*	*(?)*		*reading*		*my family*
Indi,	**Ayos lang**			**pangamuyo**		**nanay ninyo**
No,	*Okay*			*prayer*		*your (pl.) mom*
	Indi maayo			**balatyagon**	**ni**	**Tatay**
	Not good			*feeling*		*Dad*
	Nami			**pamilya**		**Brother Ulit**
	Excellent/cool			*family*		*Brother Ulit*
	Kamusta			**eksperiensia**	**ko**	**naton/namon**
	How is			*experience*	*my*	*our (in./ex.)*
					mo	**ninyo**
					your	*your (pl.)*
					niya	**nila**
					his/her	*their*

Q. Maayo bala ang pangamuyo sang pamilya ninyo?
Are your family's prayers good?
A. Oo, maayo ang pangamuyo sang pamilya namon.
Yes, our family's prayers are good.

Q. Kamusta ang balatyagon mo?
How are you feeling (spiritually)?
A. Nami ang balatyagon ko.
I feel good.

Function: Asking about and expressing possessing and ownership
Context: Following up on commitments

Scenario

The Santisteban family previously committed to read the Book of Mormon and pray to know if it is true. You and your companion want to find out if they've kept their commitments.

1. Practice: Ask the Santisteban family about their experience with keeping their commitments.

Additional Scenario(s)

You've been teaching Caesar Santianes for a couple of weeks. The last time you visited, he wasn't able to read because his son had been feeling sick. First, follow-up on how his family is doing. Second, follow up on his commitments.

Sa Possession

	Adj./Interrogative			Posessive Pronoun			Object
	Interesado	**bala**	**ang**	**imo**		**nga**	**tatay?**
	Interested			*your*			*dad?*
Oo, *Yes,* **Indi,** *No,*	**Interesado** *Interested*	**(bala)**	**ang**	**akon** *my*	**aton/amon** *our (in./ex.)*	**nga (mga)**	**nanay** *mom*
	Sak-o *Busy*			**imo** *your*	**inyo** *your (pl.)*		**abyan/amigo** *friend*
	Miyembro *Member*			**iya** *his/her*	**ila** *their*		**manghod** *younger sibling*
	Relihiyoso *Religious*						**lolo** *grandfather*
	Diin *Where*						**tupad balay** *neighbor*
	Kamusta *How is*						**bayaw** *sibling in-law*

**Because "Diin" is a 'question-word', it does not need to be followed by "bala"*

Q. Miyembro bala ang inyo nga bayaw?
Is your sister in-law a member?
A. Indi, indi miyembro ang amon nga bayaw
No, she is not a member.

Q. Diin ang imo nga nanay?
Where is your mom?
A. Sa gwa ang akon nga nanay.
My mom is outside.

Function: Asking about and expressing possession and ownership
Context: Preparing for transfer day

Scenario

You have just taught the Dela Cruz family for the first time. They really have felt the spirit and they have committed to baptism. They are excited about the gospel and want to tell their family about it.

1. Practice: Ask for referrals from the Dela Cruz family by asking them specific questions about their family and friends

Additional Scenario(s)

Last week you and your companion taught Renato, a non-member friend of the bishop in your ward. You feel it went well but are still curious about what Renato thought about it. Ask the Bishop more about Renato and how the last lesson went.

Mangin: "To Become" Verbs

	Verb	Adjective		Subject		Conj.	Verb/Adj.	Actor	
	Mangin	**malipayon**		**kamo**		**kon**	**masinulundon**	**kamo.**	
	Will become	*happy*		*you (pl.)*		*if*	*will be obedient*	*you (pl.)*	
Oo, *Yes,*	**Mangin**	**malipayon**	**(bala)**	**ako**	**kita/kami**	**kon**	**masinulundon**	**ako**	**kita/kami**
Indi[1]**,** *No,*	*Will become*	*happy*	*(?)*	*I*	*we (in./ex.)*	*if*	*will be obedient*	*I*	*we (in./ex.)*
Paano[1] *How*	**Nangin**	**matinlo**		**ka**[2]	**kamo**	**sang**[3]	**maghinulsol**	**ka**	**kamo**
	Became	*clean*		*you*	*you (pl.)*	*when (past)*	*will repent*	*you*	*you (pl.)*
		takos		**siya**[2]	**sila**	**pag**	**magserbisyo**	**siya**	**sila**
		worthy		*he/she*	*they*	*when*	*will serve*	*he/she*	*they*
		perpekto		**ang**	**Diyos**	*(future/infinite)*	**magpangamuyo**	**si**	**Rodrigo**
		perfect			*God*		*will pray*		*Rodrigo*
		mas bakod			**mga pamilya**		**magpatemplo**	**ang**	**pamilya mo**
		firmer			*families*		*will go to the temple*		
		mas dako			**pagtuo mo**		**magpabunyag**		
		larger			*your faith*		*will be baptized*		
				si	**Edgar**				
					Edgar				

Q. Paano kamo nangin matinlo?
How did you become clean?

A. Nangin matinlo kami sang nagpabunyag kami.
We became clean when we were baptized.

Q. Mangin mas bakod bala ang mga pamilya kon magpatemplo sila?
Do families become firmer if they go to the temple?

A. Oo, mangin mas bakod ang mga pamilya kon magpatemplo sila.
Yes, families become firmer if they go to the temple.

**When using "paano" or "indi" the "ang" pronouns will always precede the verb.*
***Pronouns with a single syllable (i.e. ka, siya) will always come before "bala."*
****When using "sang" to denote time, change the verb following it into past tense.*

Function: Asking and answering questions of cause and effect
Context: Promise Blessings

Scenario

You are teaching the Manonag family about the Gospel of Jesus Christ. They have been listening to the missionaries for a couple of weeks now. They have a desire to come unto Christ, but inconsistently read the Book of Mormon.

1. Practice: As you invite the Manonag family to read daily from the Book of Mormon, promise them blessings as directed by the Spirit. Help them to understand the blessings that are in store for them as they continually come unto Christ.

Additional Scenario(s)

You have been teaching the Sangco family for the last month. Recently, they have struggled to keep their commitments because of persecutions and other trials. Testify of specific blessings you have received from being obedient. Invite the Sangco family to exercise their faith by keeping God's commandments. Promise them blessings as directed by the Spirit.

Ma: Actor Indicative Adjectives

Oo, *Yes,*
Indi[1]**,** *No,*
Ngaa *Why*

	Malipay *Will be happy*		**si**	**Nonoy** *Nonoy*	**kon** *if*	**magbista** *will visit*	**kita.** *we*	
Ma + *future/present*	**lipay** *happy*	**(bala)** *(?)*	**si**	**Nonoy** *Nonoy*	**kon** *if/when (future)*	**magbisita** *will visit*	**ako** *I*	**kita/kami** *we (in./ex.)*
Na + *past*	**subo** *sad*			**Inday** *Inday*	**sang** *when (past)*	**magpamatuod** *will testify*	**ka** *you*	**kamo** *you (pl.)*
	interesado *interested*		**ang**	**panimalay Tobias** *Tobias family*	**tungod** *because*	**magsaylo** *will transfer*	**siya** *he/she*	**sila** *they*
	hadlok *scared*			**tatay** *father*	**pag** *when*	**nagtudlo** *taught*		
	akig *angry*		**ako** *I*	**kita/kami** *we (in.ex.)*	*(future/infinitive)*	**nagpamangkot** *asked a question*		
	huya *shy*		**ka**[2] *you*	**kamo** *you (pl.)*		**nagsimba** *went to church*		
			siya[2] *he/she*	**sila** *they*		**nagaway** *argued*		

Q. Nahuya bala si Inday sang nagsimba siya?
Was Inday shy when she went to church?
A. Oo, nahuya si Inday sang nagsimba siya.
Yes, Inday was shy when she went to church.

Q. Ngaa nalipay ang panimalay Tobias?
Why was the Tobias family happy?
A. Nalipay ang panimalay Tobias tungod nagtudlo kita.
The Tobias family was happy because we taught.

**When using "indi" the "ang" pronouns will always precede the verb.*
***Pronouns with a single syllable (i.e. ka, siya) will always come before "bala."*

Function: Asking and answering questions of cause and effect
Context: Planning and reviewing for teaching appointments

Scenario

Yesterday, you had exchanges with your district leader in their area. You learned a lot from him. Specifically, you learned how to better resolve your investigator's concerns. When you return to your area, you ask your companion how the previous day went for him. During your jeepney ride to your first appointment, your companion tells you how your investigators responded to the lessons taught to them yesterday.

1. Practice: Ask how the investigators responded to the events of the previous day. As a companionship, discuss your investigator's state of being.

Additional Scenario(s)

The Sanchez family has slowed down in their progression towards baptism. They aren't consistently keeping their commitments and are beginning to show signs of losing interest altogether. In your weekly planning session you and your companion discuss their needs. According to your plans, discuss how they might react.

Maka: Abilitative Actor Focus

	Makabaton			**kamo**		**sang mga**	**sabat**	**sa mga**	**pamangkot.**	
	Will be able to receive			*you (pl.)*			*answers*		*questions*	
Oo,	**Maka +**	**baton**	**(bala)**	**ako**	**kita/kami**	**sang (mga)**	**sabat**	**sa (mga)**	**pamangkot**	
Yes,	*Future*	*to receive*	*(?)*	*I*	*we (in./ex.)*		*answer*		*question*	
Indi[1],	**Naka +**	**batyag**		**ka[2]**	**kamo**	**parte sa**	**Balaan nga Espiritu**		**suluguon sang Diyos**	
No,	*Past*	*to feel*		*you*	*you (pl.)*	*about*	*Holy Ghost*		*servant of God*	
		kadto		**siya[2]**	**sila**		**kasuguan**		**klase**	
		to go		*he/she*	*they*		*commandment*		*class*	
		pamati		**ang (mga)**	**miyembro**		**simbahan**		**miting**	
		to listen			*member*		*church*		*meeting*	
		intyende			**ginatudluan**		**pulong sang Diyos**		**akon**	**aton/amon**
		to understand			*those being taught*		*word of God*		*me*	*us (in./ex.)*
		tudlo			**maestro**		**doktrina**		**imo**	**inyo**
		teach			*teacher*		*doctrine*		*you*	*you (pl.)*
		tuon							**iya**	**ila**
		learn							*him/her*	*them*

Q. Nakabatyag ka bala sang Balaan nga Espiritu?
Were you able to feel the Holy Ghost?
A. Oo, nakabatyag ako sang Balaan nga Espiritu.
Yes, I was able to feel the Holy Ghost.

Q. Makakadto bala ang mga ginatudluan sa mga klase?
Will the ones being taught be able to go to classes?
A. Oo, makakadto ang mga ginatudluan sa mga klase.
Yes, the ones being taught will be able to go to classes.

**When using "indi" the "ang" pronouns will always precede the verb.*
***Pronouns with a single syllable (i.e. ka, siya) will always come before "bala."*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Revelation through Church Attendance

Scenario

The Dichoso family has faithfully practiced Catholicism throughout their lives. The local Catholic church is very close to their home and they enjoy worshipping there. However, they are curious about what they would experience during sacrament meeting with you.

1. Practice: With your companion, explain to them what happens during sacrament meeting. Discuss what they can expect from attending church. Answer any questions they have about Sabbath Day observance.

Additional Scenario(s)

On a Jeepney, you sit next to a friendly, inactive member. He quickly discloses his membership and, subsequently, his inactivity. While, he is open to having you visit with him, he is reluctant to return to church. Ask questions about his past experiences at church. Focus on the positive experiences he shares. Emphasize that he will be able to receive revelation if he attends his weekly church meetings. Explain that many other blessings are still available to him if he chooses to return to activity.

Ma: Object Focus Abilitative Verbs

	Makita		**naton**			**ang**	**mga pamilya**	**naton.**	
	Will be able to see		*we*				*families*	*our*	
Oo,	**Ma +**	**kita**	**(bala)**	**ko²**	**naton/namon**		**ang**	**mga pamilya**	**ko**	**naton/namon**
Yes,	*Future*	*see*	*(?)*	*I*	*we (in.ex.)*			*families*	*my*	*our (in./ex.)*
Indi¹,	**Na +**	**daug**		**mo²**	**ninyo**			**mga sala**	**mo**	**ninyo**
No,	*Past/Present*	*overcome*		*you*	*you (pl.)*			*sins*	*your*	*your (pl.)*
				niya²	**nila**			**kamatayon**	**niya**	**nila**
				he/she	*they*			*death*	*his/her*	*their*
				ni	**Jesucristo**			**Pagkapukan**	**ni**	**Adan**
					Jesus Christ			*Fall of Adam*		
	luwas		**ako**	**kita/kami**	**tungod**	**sa**	**Pagbayad-sala**	**ni**	**Cristo**
	save		*I*	*we (in./ex.)*	*because*		*Atonement of Christ*		
	banhaw		**ka²**	**kamo**	**halin**		**Pagkabanhaw**		
	resurrect		*you*	*you (pl.)*	*from*		*Resurrection of Christ*		
	patay		**siya²**	**sila**					
	die		*he/she*	*they*					
	talang		**ang**	**mga tawo**					
	to get lost			*the people*					
			si	**Pedro**					
				Pedro					

ha-hibalan becomes nabalan and tuonan becomes tun-an

Q. Maluwas bala kita halin sa mga sala naton?
Can we be saved from our sins?
A. Oo, maluwas kita halin sa mga sala naton.
Yes, we will be (able to be) saved from our sins.

Q. Nadaug bala ni Jesucristo ang kamatayon?
Was Jesus Christ able to overcame death?
A. Oo, nadaug ni Jesucristo ang kamatayon.
Yes, Jesus Christ was able to overcome death.

**When using "indi" the "ang/sang" pronouns will always precede the verb.*
***Pronouns with a single syllable (i.e. ka, mo, siya) will always come before "bala."*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about the Plan of Salvation

Scenario

While walking pass the local college, a student, Mark Alvarez, introduces himself to you. As the conversation progresses, Mark confides in you that he feels alone and depressed. He has struggled to feel any self-worth. When he saw you and your companion, he felt like you two could help him. You feel prompted to give him a Plan of Salvation pamphlet and set up a time to visit with him.

1. Practice: Give Mark a brief explanation of the plan of salvation before giving him the pamphlet. Then set up a time when you can meet with him. Leave him with a brief testimony.

Additional Scenario(s)

An active member of the branch passed away last week in a motorcycle accident. President Parreño, the branch president, has asked you and your companion to attend the funeral. At the funeral, you are surprised to find that you are the concluding speaker. Apparently, you are to give a short message about the plan of salvation. Share a brief message about the plan of salvation as it pertains to death.

Ma-an: Object Focus Abilitative Verbs

	Nabatyagan				**ko**		**ang**	**paghidaet**	**paagi sa**	**Espiritu Santo.**
	Felt				*I*			*peace*	*through*	*Holy Ghost*
Oo, *Yes,* **Indi[2],** *No,* **Paano[2]** *How*	**Ma +** *Future*	**batyag** *to feel*	**+an**	**(bala)[1]** *(?)*	**ko[1]** *I*	**naton/namon** *we (in./ex.)*	**ang**	**paghidaet** *peace*	**paagi sa** *through*	**Espiritu Santo** *Holy Ghost*
	Na + *Past/* *Present*	**hibalo** *to know*	**+an**		**mo[1]** *you*	**ninyo** *you (pl.)*		**kamatuoran** *truth*		**pagpangamuyo** *prayer*
		intyende *to understand*			**niya[1]** *he/she*	**nila** *they*		**Doktrina ni Cristo** *Doctrine of Christ*		**pagbinag-binag** *pondering*
		dumdum *to remember*						**Balaan nga Espiritu** *Holy Spirit*		**pagpahayag** *revelation*
		tun-an *to learn*					**nga**	**matuod ang simbahan** *the church is true*		
								matuod nga propeta si Joseph Smith *Joseph Smith is a true prophet*		
								matuod ang Libro ni Mormon *the Book of Mormon is true*		

Q. Naintyendehan mo bala ang Doktrina ni Cristo?
Do you understand the Doctrine of Christ?
A. Oo, naintyendehan ko ang Doktrina ni Cristo.
Yes, I understand the Doctrine of Christ.

Q. Paano ko mabal-an nga matuod ang simbahan?
How will I know that the Church is true?
A. Mabal-an mo paagi sa pagpangamuyo.
You will know through prayer.

**Pronouns with a single syllable (i.e. ko, mo, niya) will always come before "bala."*
***When using "paano" or "indi" the "ang" pronouns will always precede the verb.*

Function: Asking about and describing actions and events
Context: Revelation through Prayer

Scenario

Hazel has been reading, praying, and coming to church for a few weeks now. However, she hasn't prayed earnestly to know if the Book of Mormon is true. Because she doesn't have a solid testimony of the restoration, she is still hesitant to commit to baptism.

1. Practice: Explain why you know that the church is true. Bear your testimony of the restoration. Help Hazel understand how she can also come to know that the Church of Jesus Christ of Latter-day Saints is Christ's true church on the earth today.

Additional Scenario(s)

You are visiting the Dela Cruz family. They were active for a long time, but now rarely come to church. During a family home evening, you ask the parents to bear their testimonies to their children. Because of their inactivity, they are too shy to do so. Ask them questions that help them consider how they originally came to know that the church was true. Bear your testimony. Re-invite them to bear their testimonies.

Verb Nominalization: Pag-

	Matinluan		**kita**		**paagi**	**sa**		**paghinulsol**	**sang mga**	**sala.**
	Will be cleansed		*we*		*through*			*repentance*		*sins*
Oo,	**Matinluan**	**(bala)**	**ako**	**kita/kami**	**paagi**	**sa**	***pag* +**	**hinulsol**	**sang (mga)**	**sala**
Yes,	*Will be cleansed*	*(?)*	*I*	*we (in./ex.)*	*through*			*repentance*	*of*	*sin*
Indi[1],	**Mabugayan**		**ka[2]**	**kamo**	**tungod**	**sa iya**		**bunyag**		**kasugtanan**
No,	*Will be blessed*		*you*	*you (pl.)*	*because*	*his*		*baptism*		*covenant*
Paano[1]	**Nangin malipayon**		**siya[2]**	**sila**				**tuo**		**kasuguan**
How	*Became happy*		*he/she*	*they*				*faith*		*commandment*
Ngaa	**Nabag-o**		**si**	**TonTon**				**untat**		**panulay**
Why	*Changed*			*TonTon*				*stopping*		*temptation*
	Maghinulsol			**GingGing**				**tuman**		
	Will repent			*GingGing*				*keeping*		
								likaw		
								avoiding		
								himo		
								making		

Q. Ngaa nabag-o si TonTon?

Why did TonTon change?

A. Nabag-o si TonTon tungod sa iya paglikaw sang mga sala.

TonTon changed because of his avoiding sin.

Q. Paano ka nangin malipayon?

How did you become happy?

A. Nangin malipayon ako paagi sa pagtuman sang mga kasuguan.

I became happy by keeping the commandments.

**When using "paano" or "indi" the "ang" pronouns will always precede the verb.*
***Pronouns with a single syllable (i.e. ka, siya) will always come before "bala."*

Function: Asking about and describing actions and events
Context: Teaching about Repentance

Scenario

Jhay-R Martinez has been meeting with you for a month now, and loves hearing about the gospel. When you first met Jhay-R, he expressed a desire to be forgiven of his past sins. However, he does not yet understand the entire process of repentance.

1. Practice: Give Jhay-R the oppurtunity to ask questions he has about repentence. Explain the process of repentance as taught in the scriptures.

Additional Scenario(s)

Edgar Mercano has been investigating the church for several months now. He believes everything he has been taught, but has struggled to quit smoking. To help Edgar find the strength to quit smoking, teach about the blessings that come from repentance.

Time

Oo,
Yes,
Indi,
No,
San-o
When
Ano oras
What time
Manog
Just about to

Verb		Object/Actor			Time		Location
Masugod	**ang**	**leksyon**	**mga**	**a las**	**otso**	**sa**	**gab-i.**
Will begin		*lesson*	*about*	*at*	*8:00*		*night*
Masugod	**ang**	**leksyon**	**(mga)**	**a la**	**una**	**sa**	**gab-i**
Will begin		*lesson*	*about*	*at*	*1:00*		*night*
Matapos		**panimbahon**		**a las**	**tres y medya**		**hapon**
Will finish		*church service*		*at*	*3:30*		*afternoon*
Maghalin		**ceres**			**sies y medya**		**udto**
Will leave		*bus*			*6:30*		*noon*
Magabot		**jeepney**			**siete**		**aga**
Will arrive		*jeep taxi*			*7:00*		*morning*
Magbalik		**zone conference**			**nuwebe**		**Dominggo**
Will return		*zone conference*			*9:00*		*Sunday*

ako	**kita/kami**
I	*we (in./ex.)*
ka	**kamo**
you	*you (pl.)*
siya	**sila**
he/she	*they*

onse	**Karon**
11:00	*Later*
dose	**Kaina**
12:00	*Earlier*
	Bwas
	Tomorrow

Q. San-o kita magtapos?
When will we finished?
A. Magtapos kita mga a las kwatro sa hapon.
We will finish at about 4:00 in the afternoon.

Q. Ano oras masugod ang panimbahon sa Dominggo?
At what time does the church service start on Sunday?
A. Masugod ang panimbahon a las nuwebe sa aga.
Church starts at 9:00 in the morning.

**Prounouns will precede the verb if "san-o" or "sa anong oras" is used.*

Function: Asking and answering questions of time, date, and location
Context: Planning

Scenario

You and your companion are conducting your weekly planning session. You begin discussing when would be the best time for various appointments throughout the day.

1. Practice: Talk with your companion about when certain activities will occur during the week. Determine when each activity will start and discuss when you will leave in order to be punctual.

Additional Scenario(s)

You've just begun teaching Arnold, and are inviting him to come to church on Sunday. You offer to come and walk with him to church. Explain to Arnold what time you will arrive, and what time church and the different meetings begin and end.

Magpa: Actor Focus Causative Verbs

	Nagpatindog *Established*				**si**	**Jesucristo** *Jesus Christ*	**sang**	**Iya nga Simbahan** *His Church*	**sa**	**kalibutan.** *world.*
Oo, *Yes,*	**Nag+** *Past*	**pa+** *to cause*	**tindog** *stand (establish)*	**(bala)** *(?)*	**si**	**Jesucristo** *Jesus Christ*	**sang**	**Iya nga Simbahan** *His Church*	**para sa** *for*	**kalibutan** *world*
Indi, *No,*	**Naga+** *Present*		**dala** *bring (send)*		**ang**	**Diyos** *God*		**Iya mga pagtudlo** *His teachings*	**parte kay** *about*	**Juan Bautista** *John the Baptist*
	Mag+ *Future*		**ambit** *partake (share)*			**mga apostoles** *apostles*		**Anak Niya** *His Son*	**paagi** *through*	**madamo nga pungsod** *many nations*
			matuod *true (testify)*			**mga tawo** *people*		**ebanghelyo** *gospel*		**tanan** *all*
			mati *hear (listen)*					**kamatuoran** *truth*		**mga apostoles** *apostles*
			bunyag *baptize (be baptized)*					**mga propeta** *prophets*		**Jesucristo** *Jesus Christ*

Q. Nagapa-ambit bala ang mga apostoles sang ebanghelyo?
Are the apostles sharing the gospel?
A. Oo, nagapa-ambit ang mga apostoles sang ebanghelyo.
Yes, the apostles are sharing the gospel.

Q. Nagpadala bala ang Diyos sang Iya nga Anak sa kalibutan?
Did God send His Son to the earth?
A. Oo, nagpadala ang Diyos sang Iya nga Anak sa kalibutan.
Yes, God sent His Son to the earth.

Function: Asking about and describing actions and events
Context: Teaching about The Savior's Earthly Ministry and Atonement

Scenario

While you and your companion trek through the campo on your way to meet with Paul Zaldriaga, you discuss his needs. He says he was born Catholic but hasn't attended any church service in years. He wants to learn more about Jesus Christ. He knows that Christ performed many miracles and died on the cross. However, he doesn't remember many of His teachings.

1. Practice: Teach Paul about Christ's earthly ministry.

Additional Scenario(s)

You are walking to an appointment when you feel prompted to talk to a tricycle driver on the side of the road. As you begin speaking with him, it is clear that he is religious. You ask him about his beliefs and discover that he believes in God but does not feel the need to attend church. Discern which of Christ's teachings will touch his heart. Teach him about the Savior's Earthly Ministry and Atonement. Testify of Christ's role as the Savior and the truthfulness of His doctrine.

Ipa: Object Focus Causative Verbs

	Ginapahayag				**sang**	**Diyos**	**ang**	**ebanghelyo Niya**	**paagi**	**sa**	**mga propeta.**	
	Revealing					*God*		*His gospel*	*through*		*prophets*	
Oo,	**Gin +**	**pa+**	**hayag**	**(bala)**	**sang**	**Diyos**	**ang**	**ebanghelyo Niya**	**paagi**	**sa**	**(mga) propeta**	
Yes,	*Past*	*to cause*	*to be clear (reveal)*	*(?)*		*God*		*His gospel*	*through*		*prophet(s)*	
Indi[1],	**Gina +**		**kita**			**(mga) propeta**		**lya mga ordinansa**	**para**		**kada panahon**	
No,	*Present*		*to see (show)*			*prophet(s)*		*His ordinances*	*for*		*each dispensation*	
Paano[1]	**I +**		**ambit**		**ko[2]**	**naton/namon**		**priesthood**			**akon**	**aton/amon**
How	*Future*		*to partake (share)*		*I*	*we (in./ex.)*		*priesthood*			*me*	*us (in./ex.)*
			tindog		**mo[2]**	**ninyo**		**lya nga simbahan**			**imo**	**inyo**
			to stand (establish)		*you*	*you (pl.)*		*His church*			*you*	*you (pl.)*
			balik		**niya[2]**	**nila**		**kamatuoran**			**iya**	**ila**
			to return (restore)		*he/she*	*they*		*truth*			*him/her*	*them*
								palangga Niya				
								His love				

Q. Paano ginpatindog ni Jesuscristo ang lya nga simbahan?

How did Jesus Christ establish His church?

A. Ginpatindog Niya ang lya nga simbahan paagi sa mga propeta.

He established His church through the prophets.

Q. Ginapakita bala sang Diyos ang palangga Niya para sa aton?

Did God show His love for us?

A. Oo, ginapakita Niya ang palangga Niya sa kada panahon.

Yes, He shows His love in every dispensation.

**When using "paano" or "indi" the "sang" pronouns will always precede the verb.*
***Pronouns with a single syllable (i.e. ko, mo, niya) will always come before "bala."*

Function: Asking about and describing actions and events
Context: Heavenly Father Reveals His Gospel in Every Dispensation

Scenario

Joemar doesn't know anything about prophets. However, he says that he knows a few stories from the Bible. You and your companion briefly explain that prophets are called of God to preach His gospel and establish His church on the earth. You invite him to listen to your message. He accepts and invites you into his home.

1. Practice: Help Joemar understand the doctrine of dispensations and prophets. Discuss any questions that Joemar may have concerning the doctrine.

Additional Scenario(s)

Ann Marie has actively attended the local Seventh Day Adventist church. As she is a neighbor to a few member families, she claims to know a lot about the Church of Jesus Christ of Latter-day Saints. She loves discussions about modern day revelation and prophets and invites you to teach her more about Joseph Smith. Explain the basic doctrine of dispensations and the purpose of prophets. Ask her questions to ensure she understands that God has called prophets in our day to restore His church and preach His doctrine.

Ga Ano ka: Qualitative Questions

	Importante		**ang**	**relihiyon**	**sa**	**imo.**		
	Important			*religion*		*you*		
Ga-ano ka	**Importante**	**(gid)[1]**	**ang**	**relihiyon**	**sa**	**imo**		
How (quality)	*Important*	*(!)*		*religion*		*you*		
Indi	**Interesado**			**pamilya mo**		**akon**		
Not	*Interested*			*your family*		*me*		
Medyo	**Dako**			**handum mo**		**pagtuon**	**sang**	**ebanghelyo**
Kind of	*Big*			*your desire*		*studying*		*gospel*
Pinaka-	**Buot**			**abyan mo**		**pagtuman**		**mga kasuguan**
Most	*Nice*			*your friend*		*following*		*commandments*
Indi man	**Baskog**			**pagtuo mo**		**pagbaton**		**kamatuoran**
Not really	*Strong*			*your faith*		*receiving*		*truth*
	Lapit		**si**	**Jesucristo**		**pagbasa**		**Libro ni Mormon**
	Close			*Jesus Christ*		*reading*		*Book of Mormon*
	Nami			**ka**	**kay**	**Jesucristo**		
	Nice/good			*you*		*Jesus Christ*		
				kamo				
				you (pl.)				

Q. Ga-ano ka interesado ang abyan mo sa pagtuon sang ebanghelyo?

How interested is your friend in studying the gospel?

A. Medyo interesado ang abyan ko sa pagtuon sang ebanghelyo.

My friend is kind of interested in studying the gospel.

Q. Ga-ano ka baskog ang pagtuo mo?

How strong is your faith?

A. Baskog gid ang pagtuo ko.

My faith is really strong.

**"Gid" will become the second word of the sentence if "indi" is used.*

***When using a pronoun, the pronoun will jump in between the "ano" and the "ka"*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: How to Begin Teaching

Scenario

After introducing your message to Carlos Dela Cruz, he asks you to share more with him. As you enter his home, you ask questions in order to further understand his needs. He explains to you that he lost faith in Christ after the death of his child.

1. Practice: As you begin your discussion with him, apply principles from How to Begin Teaching. Ask questions in order to understand how Carlos feels about the gospel of Jesus Christ.

Additional Scenario(s)

While riding a jeepney to district meeting, you feel prompted to talk to the person sitting across from you. You are pleasantly surprised to see that she is reading the Bible. Seeing this as a golden opportunity, you start a conversation with her. See what role religion has played in her life. Ask her if she knows of anyone else that would be interested in hearing more about the gospel of Jesus Christ. Then ask questions about those she refers.

Pila ka: Quantitative Questions

Pila	**ka**	**beses**	**kamo**	**nagasigarelyo**	**sa**	**isa**	**ka**	**semana?**
How many	*(linker)*	*times*	*you (pl.)*	*smoking*		*one*	*(linker)*	*week*
Pila	**ka**	**beses**	**kamo**	**nagasigarelyo**	**sa**	**isa**	**ka**	**semana**
How many	*(linker)*	*times*	*you (pl.)*	*smoking*		*one*	*(linker)*	*week*
Duha			**ka**	**naginom**		**tatlo**		**bulan**
Two			*you*	*drank*		*three*		*month*
Pito			**siya**	**magpanahor**		**sini**	**nga**	**adlaw**
Seven			*he/she*	*will gamble*		*this*		*day*
Pulo			**ako**	**nagapangamuyo**	**buwas**			
Ten			*I*	*praying*	*tomorrow*			
				naghinulsol	**kahapon**			
				repented	*yesterday*			

Q. Pila ka beses kamo maginom sa isa ka adlaw?
How many times do you drink in a day?
A. Kalabanan, apat ka beses kami maginom sa isa ka adlaw.
Usually I drink four times a day.
A. Wala. Indi gid kami nagainom.
None. We don't drink.

Q. Pila ka ka beses nagpangamuyo kahapon?
How many times did you pray yesterday?
A. Wala ako nagpangamuyo kahapon.
I didn't pray yesterday.
A. Isa ka beses ako nagpangamuyo kahapon.
I prayed once yesterday.

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Following up on an investigator's commitment to follow the Word of Wisdom

Scenario

Brother Delos Reyes is the only member of his family who is not yet a member of the church. The rest of his family is very active. He has a heavy smoking addiction. Today, you will be teaching him about the Word of Wisdom.

1. Practice: Determine how many cigarettes Brother Delos Reyes smokes a day. Help him set goals to eliminate his addiction. Check to see if he has any other addictions that need to be addressed.

Additional Scenario(s)

Sister Garrido doesn't have a problem with any part of Word of Wisdom. However, she really enjoys playing mah jong and other similar gambling games in her spare time. She claims that she wins more than she loses because she is quite skilled at the games. Most of all she enjoys the association of her neighbors, and asserts that gambling is a great way for her to be with them. Ask her how often she gambles as well as how often she participates in other activities, both good and bad.

Anay: Verbs Expressing Interaction

	Makaupdanay *Able to be together*		**ang mga**	**pamilya** *families*	**sa**		**langit.** *heaven*
Oo, *Yes,* **Indi[1],** *No,*	**Makaupod + *anay*** *Will be able to be with* **Makita** *To see* **Magbulig** *To help* **Nagatudlo** *To teach* **Naghambal** *To speak*	**(bala)** *(?)*	**ang (mga)** **kita/kami** *we (in./ex.)* **kamo** *you (pl.)* **sila** *they*	**pamilya** *family* **mag-asawa** *married couple*	**sa** **parte sa** *about*	 **aton/amon** *our (in./ex.)* **inyo** *your (pl.)* **ila** *their*	**langit** *heaven* **simbahan** *church* **balay** *house* **mga pagtilaw** *trials* **balaan nga mga kasulatan** *scriptures* **ebanghelyo** *gospel*

Q. Naghambalanay bala kamo parte sa inyo mga pagtilaw?
Have you talked to each other about your trials?
A. Oo, naghambalanay kami parte sa amon mga pagtilaw.
Yes, we have talked to each other about our trials.

Q. Makit-anay bala kita sa simbahan?
Will we see each other in church?
A. Oo, makit-anay kita sa simbahan.
Yes, we'll see each other in church.

**When using "indi" the "ang" pronouns will always precede the verb.*

Function: Asking about and describing actions and events
Context: Teaching about The Gospel Blesses Families

Scenario

You have been teaching new member lessons to the recently baptized Pineda family. During your first family home evening with them, you want to help them commit to having regular family home evening. You introduced this commandment by teaching about how the gospel blesses families. After the lesson, they ask you about how to hold a family home evening.

1. Practice: Explain the basic format of a standard family home evening. Invite the Pineda family to plan out family home evenings for the following weeks.

Additional Scenario(s)

Your mission president has asked you to address a concern he has about the branch where you are serving. The branch has traditionally held branch home evening every Monday night. While this can be beneficial, it should not replace family home evening. In PEC, carefully but clearly explain the purpose of family home evenings. Invite them to emphasize holding family home evenings instead of branch home evenings.

Mas & Pinaka: Comparisons

Oo,
Yes,
Indi,
No,
Ano ang
What

Mas	**taas**		**ang**	**selestiyal nga ginharian**	**sangsa**	**terestriyal nga ginharian**
More	*high*			*celestial kingdom*	*than*	*terrestrial kingdom*
Mas	**taas**	**(bala)**	**ang**	**selestiyal nga ginharian**	**sangsa**	**terestriyal nga ginharian**
More	*high*	*(?)*		*celestial kingdom*	*than*	*terrestrial kingdom*
Pinaka +	**nubo**			**terestriyal nga ginharian**	**ukon ang**	**selestiyal nga ginharian**
Most	*low*			*terrestrial kingdom*	*or*	*celestial kingdom*
	sanag			**telestiyal nga ginharian**		**telestiyal nga ginharian**
	bright			*telestial kingdom*		*telestial kingdom*
	dulom			**adlaw**		**adlaw**
	dark			*sun*		*sun*
	nami			**bulan**		**bulan**
	nice			*moon*		*moon*
				mga bituon		**mga bituon**
				stars		*stars*

A. Mas sanag bala ang mga kabituonan sangsa adlaw?
Are the stars brighter than the sun?
A. Indi, mas sanag ang adlaw sangsa mga kabituonan.
No, the sun is brighter than the stars.

Q. Ano ang pinakanubo nga ginharian?
What is the lowest kingdom?
A. Ang telestiyal nga ginharian ang pinakanubo nga ginharian.
The telestial kingdom is the lowest kingdom.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Teaching about The Kingdoms of Glory

Scenario

You and your companion are teaching a part-member family. The parents grew-up as active members, but fell into inactivity after they were married. Their son, Carl John, has shown great interest in the church. In order to help the family understand the importance of activity as a family, you review the doctrine of the three kingdoms of glory.

1. Practice: Help Carl John recognize how each kingdom differs in glory. Invite the family to set goals that will help them progress towards exaltation.

Additional Scenario(s)

You are new to the area and everyone wants to see pictures of your family. Describe your family.

Appendix

- Ang, Sang, Sa
- Conceptual Practice: VAOL (Key)
- Conceptual Practice: Focus (Key)
- Conjugation of Common Verb Roots
- Sentence Structure Overview

Noun Markers, Pronouns, and Demonstratives

ANG
(Focus)

ako *I*	kita *we (inclusive)* kami *we (exclusive)*
ka *you*	kamo *you (plural)*
siya *he/she*	sila *they*

- ang *(noun)*
- ang mga *(plural noun)*
- si *(name)*

ini	ina	adto[1]
this	*that*	*that*

SANG
(Non-focus & possession)

ko *I/my*	naton *we (inclusive)* namon *we (exclusive)*
mo *you*	ninyo *you (plural)*
niya *he/she*	nila *they*

- sang *(noun)*
- sang mga *(plural noun)*
- ni *(name)*

sini	sina	sadto[1]
this	*that*	*that*

SA
(Location/receiver)

sa akon *to me*	sa aton *to us (inclusive)* sa amon *to us (exclusive)*
sa imo *to you*	sa inyo *to you (plural)*
sa iya *to him/her*	sa ila *to them*

- sa *(noun)*
- sa mga *(plural noun)*
- kay *(name)*
- kanday *(names)*

diri	dira	didto
here	*there*	*there (far)*

1- Really far away (rarely used).

Note: The Philippines has two ways to describe "we", inclusive, and exclusive. If you are including the person you are talking to, use **kita, naton** and later **sa aton** (we inclusive). If you do not want to include the person you are talking to use **kami, namon** and **sa amon** (we exclusive). Example, while talking to an investigator you might say "Missionaries kami" in order to exclude the investigator; "children of God kita" to include the investigator.

Conceptual Practice: VAOL (Key)

Hiligaynon sentences that have verbs typically follow this word order: Verb, Actor, Object, Location/Receiver

Example Sentence: Missionaries teach people the gospel

- **V**erb—the action
  - Ask yourself—What is being done?
  - Example: **Q**: What is being done? **A**: Teaching.
- **A**ctor—the person doing the action
  - Ask yourself—Who is doing the action?
  - Example: **Q**: Who is teaching? **A**: Missionaries.
- **O**bject—the thing being "verb-ed"
  - Ask yourself—What is being "verb-ed?"
  - Example: **Q**: What is being taught? **A**: Gospel.
- **L**ocation/Receiver—where the verb is happening or who is receiving the action
  - Ask yourself—Where is the action taking place/Who is receiving the action?
  - Example: **Q**: Where is the teaching happening/Who is being taught? **A**: People.

Example sentence in VAOL: Teach missionaries gospel people

Words like will and was (will read, was taught, etc.) are considered to be part of the verb. There can be more than one actor, object, or location in a sentence. Practice identifying the parts of the sentence, and then say the English sentence in Hiligaynon order—VAOL.

Ex: *Jesus Christ atoned for us.* ➔ *Atoned Jesus Christ for us.*

- **V** Will read **A** she **O** Book of Mormon.
- **V** Receive **A** we **O** revelation **L** from God.
- **V** Will serve a mission **A** I **L** Philippines.
- **V** Guide **A** prophets **L** us.
- **V** Will go **A** we **L** heaven.
- **V** Worship **A** We **O** God **L** Sundays.
- **V** Learned **A** Jose **L** about the gospel.
- **V** Will live **A** you **L** heaven.
- **V** Listened **A** Sister Bukad **L** Spirit.
- **V** Baptized **A** missionaries **L** Brother Guillermo.
- **V** Visited **A** Jesus Christ **L** Nephites.
- **V** Will help **A** missionaries **L** bishop.
- **V** Are giving **A** They **O** blessing **L** baby.
- **V** Is giving **A** Heavenly Father **O** blessings **L** us.
- **V** Gives **A** God **O** commandments **L** us.
- **V** Answers **A God** **O** prayers.
- **V** spoke **A** I **L** him **L** phone **L** park.
- **V** Is waiting **A** Sister Garcia **L** for the jeepney.
- **V** Will be forgiven **A** you.
- **V** Helped **A** teacher **L** missionaries **L** class.
- **V** Visited **A** Christ **L** people **L** America.
- **V** Gave **A** he **O** Book of Mormon **L** me.
- **V** Was baptized **A** Brother Lacap.
- **V** Will sleep **A** they **L** house **L** night.
- **V** Will write **A** I **O** letter **L** President.
- **V** Is singing **A** she **O** song **L** room.
- **V** Smiled **A** girl **L** boy.
- **V** Called **A** God **O** prophet **L** for us.
- **V** appeared **A** Heavenly Father and the Savior **L** Joseph Smith.
- **V** Went **A** they **L** temple **L** Saturday
- **V** Shared **A** Brother Mawirat **O** story **L** with the kids.
- **V** Sold **A** he **O** Bible **L** me.
- **V** Will study **A** I **O** gospel **L** Philippines.

In English, we often use our tone of voice (volume, pitch, etc.) to emphasize parts of sentences. Take, for example, the sentence, "I know this church is true." If we were working with an investigator doubting that someone could know a church is true, we could emphasize the "I" in "I know this church is true," whereas with an investigator doubting the existence of a true church, we could emphasize "this church" in "I know this church is true." In Hiligaynon, the emphasis or focus of a sentence is communicated using words instead of tone of voice. Hiligaynon uses the words ANG, SANG, and SA as markers to identify the actor, object, or location of a sentence.

ANG marks the focus of the sentence. **SANG** marks the non-focus of the sentence. **SA** marks the location/receiver of the sentence.

There can only be one focus (ANG) in a sentence, but there can be multiple non-foci (SANG) or locations/receivers (SA). Also, a sentence does not need to contain all three markers. There is a complete set of pronouns for each marker (see Appendix, Ang, Sang, Sa). Sa is used for all prepositions (in, to, on, etc.).

How the verb is conjugated in Hiligaynon communicates which part of the sentence you are going to emphasize. Verb conjugations can be actor focus, object focus, or location focus. For example, the verb "give" can be conjugated three different ways to either emphasize the actor, the object, or the location. Knowing the focus of the verb conjugation tells you where to place Ang, Sang, and Sa.

In the sentence "The people killed the Savior," people are the actor and the Savior is the object. If we used an **object focus** verb the ANG would be placed before "Savior" and SANG would be placed before "People" → Killed **sang** people **ang** Savior. What would the sentence mean if we accidentally mixed up ANG and SANG (Killed **ang** people **sang** Savior)? Though sentences follow the word order VAOL, markers trump order in conveying meaning; i.e., even if the words are in the right order, if the markers are switched the meaning of the sentence changes.

Practice placing ang, sang, and sa (or the associated pronoun) in each of the following sentences.

	V	A	O	L
• Missionaries teach people the gospel. (Actor Focus)	Teach	**ang** missionaries	**sang** gospel	**sa** people.
• Missionaries teach people the gospel. (Object Focus)	Teach	**sang** missionaries	**ang** gospel	**sa** people.
• Missionaries teach people the gospel. (Location Focus)	Teach	**sang** missionaries	**sang** gospel	**ang** people.
• She will read the Book of Mormon. (Actor Focus)	Will read	**siya** (she)	**sang** Book of Mormon.	
• She will read the Book of Mormon. (Object Focus)	Will read	**niya** (she)	**ang** Book of Mormon.	
• We gave them a pamphlet. (Actor Focus)	Gave	**kami** (we)	**sang** pamphlet	**sa ila** (them).
• We gave them a pamphlet. (Object Focus)	Gave	**namon** (we)	**ang** pamphlet	**sa ila** (them).
• We gave them a pamphlet. (Location Focus)	Gave	**namon** (we)	**sang** pamphlet	**sila** (them).
• The missionary wrote a letter to Paul (Actor Focus)	Wrote	**ang** missionary	**sang** letter	**kay** Paul.
• The missionary wrote a letter to Paul (Object Focus)	Wrote	**sang** missionary	**ang** letter	**kay** Paul.
• The missionary wrote a letter to Paul (Location Focus)	Wrote	**sang** missionary	**sang** letter	**si** Paul.
• We shared a message with them (Actor Focus)	Shared	**kami** (we)	**sang** message	**sa ila** (them).
• We shared a message with them (Object Focus)	Shared	**namon** (we)	**ang** message	**sa ila** (them).
• We shared a message with them (Location Focus)	Shared	**namon** (we)	**sang** message	**sila** (them).

Conjugations of Common Verb Roots

Mag-

Alagad (Serve)
Angkon (Obtain)
Antos (Suffer)
Bag-o (Change)
Baligya (Sell)
Basa (Read)
Baskitbol (Play Baksetball)
Bayad (Pay)
Bendisyon (Bless) (sp.)
Bugay (Bless)
Bunyag (Baptize)
Butang (Put)
Dala (Bring)
Dalaggan (Run)
Email (Email)
Haboy (Throw)
Halong (Take Care)
Hambal (Speak)
Hampang (Play)
Hanas (Practice)
Handa (Prepare)
Hatag (Give)
Hayag (Reveal)
Himo (Do/Make)
Hinulsol (Repent)
Hugas (Wash)
Hukom (Judge)
Hulat (Wait)
Huna-huna (Ponder)
Kabalaka (Worry)
Kanta (Sing)
Kapyut (Hold)
Kay-o (Fix)
Kuha (Take)
Lakat (Walk)
Likaw (Avoid)
Lubad (Translate)
Luto (Cook)
Misyon (Serve mission)
Paambit (Share)
Padayon (Continue)
Pamangkot (Ask Question)
Pamati (Listen)
Pamatuod (Testify)
Pangamuyo (Pray)
Pangita (Look for)
Pasag-uli (Atone)
Patay (Kill)
Pungko (Sit)
Oo (Say yes)
Salig (Trust)
Siling (Say)
Simba (Go to church)
Sugod (Start)
Sulat (Write)
Sulod (Go inside)
Tambay (Hang out)
Tan-aw (Look)
Tawag (Call)
Tindog (Stand)
Tinguha (Strive)
Tinlo (Clean)
Tipon (Gather)
Tokar (Play)
Tudlo (Teach)
Tuman (Fulfill)
Tuon (Study)
Uswag (Prosper)

I-

Butang (Put)
Dugang (Add)
Haboy (Throw)
Handa (Prepare)
Hatag (Give)
Lapas (Neglect)
Lubad (Translate)
Paambit (Share)
Pahayag (Reveal)
Pas-an (Carry)
Sira (Close)
Sulat (Write)
Tudlo (Teach)
Tuon (Study)

-on

Asawa (Marry)
Bakal (Buy)
Balik (Return)
Basa (Read)
Baton (Receive)
Bisita (Visit)
Buhat (Act)
Bunggo (Run into)
Dala (Bring)
Dumdum (Remember)
Guba (Break)
Himo (Do/Make)
Hulat (Wait)
Huna-huna (Ponder)
Inom (Drink)
Kanta (Sing)
Kaon (Eat)
Kuha (Take)
Lab-ot (Reach)
Liwat (Repeat)
Luto (Cook)
Padayon (Continue)
Palangga (Love)
Pangayo (Ask for)
Pangita (Look for)
Patay (Die)
Pensar (Think)
Pili (Choose)
Pilit (Force)
Sabat (Answer)
Siling (Say)
Tapos (End)
Tawag (Call)
Tinguha (Strive)
Upod (Accompany)
Utod (Cut off)
Tuman (Fulfill)
Tan-aw (Look)
Kanta (Sing)
Likaw (Avoid)
Lakat (Walk)

Na/Ma -

Anad (Adjust)
Daug (Overcome)
Dula (Go away)
Kadto (Go)
Kilala (Know)
Kita (See)
Luwas (Save)
Talang (Lost)
Tawo (Born)
Tabo (Happen)

Na/Ma - an

Agi (Pass through)
Bati (Hear)
Batyag (Feel)
Bendisyon (Bless)
Bugay (Bless)
Bunyag (Bless)
Dumdum (Remember)
Hibalo (Know)
Hulam (Borrow)
Intsindi (Understand)
Lampos (Crush)
Libog (Confused)
Salig (Trust)
Sarang (Able to)
Tinlo (Clean)

- an

Bayad (Pay)
Bendisyon (Bless)
Bulig (Help)
Dugang (Add)
Halong (Take care)
Hinulsol (Repent)
Hugas (Wash)
Inbita (Invite)
Kapyut (Hold)
Laygay (Advise)
Serbisyo (Serve)
Tindog (Stand)
Tudlo (Teach)
Tulok (Stare/Look)
Ubay (Guide)

	Verb	Actor	Object	Location/Receiver**
Actor Focus	nag_____ naga_____ mag_____	Ang	Sang	Sa
	Abilitative- Maka, Naka			

Ex. Nagabaton ang mga propeta sang pagpahayag para sa kalibutan.

Prophets receive revelation for the world.

	Verb	Actor	Object	Location/Receiver**
Object Focus	gin_____ gina_____ i___,___on	Sang	Ang	Sa
	Abilitative- Ma, Na			

Ex. Ihatag ko ang Libro ni Mormon sa imo.

I will give a Book of Mormon to you.

	Verb	Actor	Object	Location/Receiver	Additional Location
Location/ Receiver Focus	Gin_____an Gina____an _____an	Sang	Sang	Ang	Sa
	Abilitative- Ma_an, Na_an				

Ex. Gintudloan ni Jesucristo ang mga tawo sang kamatuoran. (VALO)

Jesus Christ taught the people the truth.

Ex. Tudluan mo ako. (VLA)

You will teach me.

*Order for location focus changes from the standard VAOL to VALO or VLA if no obj

**Can have multiple locations/receivers*

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